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IMPROVING READING, ACCESS, AND ACCOUNTABILITY IN THE DRC (ACCELERE!) PROJECT

FINAL GENDER ANALYSIS AND GENDER IMPLEMENTATION STRATEGY

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IMPROVING READING, EQUITY, AND ACCOUNTABILITY IN THE DRC (ACCELERE!) PROJECT

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ACRONYMS

ACCELERE!	Accès, Lecture, Redevabilité et Rétention Projet (Improving Reading, Equity, and Accountability in the Democratic Republic of Congo)
ALPs	Accelerated learning programs
CDCS	Country Development Cooperation Strategy
CEDAW	Convention on the Elimination of Discrimination Against Women
COGES	Comité de Gestion Scolaire
COPAs	Comité de Parents
DFID	Department for International Development
DHS	Demographic Health Survey
DRC	Democratic Republic of Congo
EAGLE	Empowering Adolescent Girls to Lead through Education
ENGAGE	Empower New Generations to Advance Girls' Education
GDI	Gender Development Index
GDP	Gross domestic product
GDRC	Government of the DRC
GER	Gross enrolment ratio
GII	Gender Inequality Index
IMAGES	International Men and Gender Equality Survey
IRC	International Rescue Committee
M&E	Monitoring and evaluation
MDG	Millennium Development Goal
MEPSP	Ministère de l'Enseignement Primaire, Secondaire et Professionnel
MGFE	Ministry of Gender, Family, and Children
MICS	Multiple Indicator Cluster Survey
MOE	Ministry of Education
NAP	National Action Plan
OPEQ	Opportunities to Equitable Access to Quality Basic Education
PTA	Parent-Teacher Association
SGBV	Sexual and Gender-based Violence
SRGBV	School-related Gender-based Violence
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNFPA	United Nations Population Fund
UNGEI	United Nations Girls Education Initiative
UNICEF	United Nations Children's Fund
UNSCR	United Nations Security Council Resolution
USAID	United States Agency for International Development
VAS-Y Fille!	Valorisation de la Scolarisation de la Fille

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EXECUTIVE SUMMARY

The Accès, Lecture, Redevabilité et Réention (ACCELERE!) project is a 5-year primary education initiative funded by USAID and DfID that strives to improve education outcomes for girls and boys in the Democratic Republic of Congo (DRC), by working to increase equitable enrollments to a quality education environment, improve education quality, and improve governance and accountability by stakeholders. The work of ACCELERE! at this level - Activity 1 of the larger ACCELERE! program - aims to contribute to the larger goal of supporting selected national-level institutions to more effectively implement their mandates, including the provision and financial support of long-term basic services. It will support education service delivery in at least 25 education sub-provinces across four target provinces (Katanga, Kasai Occidental, Kasai Oriental and Equateur) in the DRC, including government schools, schools administered by religious networks located in the target provinces, as well as for out-of-school youth through accelerated learning programs in the target provinces and South Kivu and North Kivu. The ACCELERE! Activity 1 project managed by Chemonics International is one component of a joint USAID and DfID program to support the Government of the DRC's (GDRC) commitment to free universal basic education and improved learning outcomes for boys and girls.

Equality in education is an essential building block for equality in other aspects of the lives of boys and girls, men and women; it can be a powerful tool for speeding up progress in this respect. Conducting a gender analysis and developing a gender implementation strategy specific to the needs of the ACCELERE! Project are critical to achieving the goals of equitable access to education and learning outcomes for girls and boys. Developing interventions that specifically integrate gender considerations and work to reduce barriers and improve outcomes for girls will not only improve gender equitable outcomes, but will affect poverty in the DRC, as well. It is estimated that the current education gap results in a loss of USD 301 million per year in growth for the DRC.

Gender Analysis

In developing this report, a draft outline was first created and then a draft desktop report developed, using available materials pertinent to the various aspects of gender and education in the DRC such as project or organizational documents (e.g., work plans, baseline studies, M&E plan), statistics and reports from international and multi-lateral organizations, the GDRC and other government departments and ministries (e.g., demographic and health surveys), government policy documents, and third-party gender studies or projects (e.g., gender analyses, assessments, research papers). This information was then used during a two-week visit from an international and local gender consultant to the ACCELERE! project offices in Lubumbashi. During this visit, the consultants met with partners on the ground, worked with ACCELERE! staff to finalize the implementation strategy, engaged staff in gender training, and validated and augmented the suggested recommendations in this document. More detailed information on this visit can be

found in the Annexes 2, and 6 at the end of this document.

The gender analysis focuses on the gender gaps at the primary school level (e.g., leadership, learning, curriculum, school structure, role of religious institutions, lack of strong policy). It sought to answer two overarching questions: 1) How will the different roles and status of girls and boys affect the work to be undertaken? and 2) How will the anticipated results of the work affect girls and boys differently? These questions guided the development of additional research questions that explored, for example, gender-related opportunities and barriers, institutional policies and regulations, and how to engage men and women in program implementation. Using the human rights-based approach to education¹ framework developed by the United Nations Girls' Education Initiative (UNGEI), which addresses girls' and boy's rights to education, their rights within education, and their rights through education, the consultants analyzed current literature and research, reviewing all data and information in the context of the gender roles and relationships of women, men, girls, and boys.

Social Context and Gender Roles

The DRC is a difficult place for women and girls to access gender equitable opportunities generally, and in education more specifically. Girls are less likely to complete primary school and continue on to secondary and tertiary education. They are more likely to work out of school, less likely to have the support of their families and community to continue their education, and more likely to drop out due to pregnancy, marriage, or political, social, and economic insecurities. In the 2013 United Nations Development Programme (UNDP) Gender Inequality Index (GII), the DRC was ranked 147 out of 152 countries.

Overall, the DRC remains a patriarchal society where societal norms are guided by traditional gender roles. Congolese women and girls are expected to fulfill submissive and passive traditional gender roles, and have little authority and decision-making power in both the public and private spheres. Men are considered to be head of the family. They are expected to exhibit dominance, superiority, and power, both inside the home, in government and in the community.

There are signs that society is beginning to shift towards more gender equitable norms, although contradictions remain present. Some women are now able to speak in public and gain claim to their rights, and communities are increasingly seeing the value in sending girls to school. However, this shift in gender norms may be leading to an increased tension in society. Women continue to have limited roles in decision-making and the discriminatory socio-cultural norms persist, even as women become more influential and present in other spheres.

¹ UNGEI. "Gender Analysis in Education: A Conceptual Overview." Working Paper, No. 05, July, 2012. Retrieved at: http://www.ungei.org/files/Gender_Analysis_in_Education.pdf.

In terms of an institutional approach to gender, it is clear that there already exist some instruments within the government's institutional framework intended to address gender concerns. Such examples include the Constitution of the DRC, the Family Code of 1981, the Law on Child Protection (2009), Convention on the Elimination of Discrimination Against Women (CEDAW), the National Policy on Gender Equality and the National Strategy Against Sexual and Gender-Based Violence, and the Law on Sexual Violence (2006). While the government has established gender focal points in all the provinces to support implementation of the National Policy on Gender, on-the-ground research suggests that the Ministry has neither the capacity, resources, nor the political leverage in government to turn policy into practice throughout the country.²

Barriers to Gender Equitable Education

Lack of infrastructure due to conflict and instability has greatly impacted the quality and effectiveness of the DRC's education sector. The country will not meet the education and gender-related Millennium Development Goal (MDG) targets this year. While progress has been made, there is still much work to be done with high grade-repetition rates and 3.5 million out-of-school children. In 2013, only 63 percent of all children (70.6% of boys and 57.1% of girls) completed a course of primary school.³

School-related gender-based violence (SRGBV) is a major barrier to a safe and quality learning environment for both girls and boys. Girls are often victims of discrimination and sexual abuse, perpetrated primarily by male teachers and students. Boys and girls are victims of physical abuse perpetrated primarily by teachers; in many schools, male students more frequently suffer corporal punishment than females. Many girls do not feel safe using mixed-sex toilets, or going to and from school when they may be attacked, harassed or raped. At times, if they refuse the advances of their teachers they may be punished by mistreatment in the classroom or a failing grade. Mistrust of the system and that parents and directors are likely not to believe student reports, leads to rare reporting and documentation of SRGBV.

The direct (school fees) and indirect (e.g., transportation, uniform, and other supplies) costs of school remain a primary reason for dropping out of school or not attending at all for boys and girls. Although families often prioritize school, noted by the fact that on average the Congolese family spends 11 percent of their income on education, they are most likely to prioritize schooling for boys. The expectation that girl children, unlike boys, will marry in early adolescence and leave their family homes leads parents to believe that investing in girls education is a lost financial investment. Marriage, early marriage, and pregnancy are often cited as a primary reason for girls

² Swedish Embassy et al, 2014, pp-12-13.

³ Data from Unesco Institute of Statistics; and MEPSA Annuaire Statistique de L'Enseignement Primaire, Secondaire et Professionnel as found in USAID RFP #SOL-660-14-00004 Equitable Access to Education and Learning Project in the DRC

leaving school and not continuing their education. Nearly 40 percent of Congolese men and women under the age of 18 are married. Of women now aged 20-24 who were surveyed, 37 percent were married before age 18. Of men now aged 20-24, 6 percent were married before the age of 18.⁴ By school policy, pregnant women are barred from continuing their education, leading to many dropping out and never restarting their studies.

Additionally, the DRC's education system, while managed by the state, includes both religious schools and non-religious schools. A very small percentage of these are single sex schools, often established by the Catholic Church. This has historically led to challenges in accountability, management and uniformity. It is estimated that 75 percent of students attend religious schools, which are more likely promote and perpetuate rigid and unequal gender norms.

Guiding Principles

Based on findings from the gender analysis and knowledge shared from relevant gender-sensitive projects and initiatives, the following guiding principles presented for consideration will help ensure that the development and implementation of ACCELERE! increases gender equality in the program's target areas.

- Integrate gender into the program by engaging boys and girls, women and men. Programs aiming to change gender norms and empower women are often most successful when they work with males and females. In particular, masculine roles and norms that can shift gender norms must be integrated into program design and implementation.
- Develop focused initiatives to prevent SRGBV. Identified as a major barrier to girls' ability to get to school and feel safe in the classroom, and thereby consistently attend school, initiatives to address SRGBV should be integrated in the program design. Increasing the number of female teachers may also contribute positively to this end.
- Use non-traditional opportunities to promote women's and girl's empowerment. Changing perceptions of gender roles form an excellent basis for expanding female empowerment and should be leveraged. For example, women are often nominated to be the treasurers of PTAs because communities assert that women manage money more responsibly.⁵
- Address the cost-barrier of school. This analysis highlights the barrier that the indirect and direct costs of school play in boys' and girls' access to education, with girls particularly disadvantaged. Program design and implementation should address this issue through

⁴ UNICEF. The State of the World's Children 2012: Children in an Urban World. http://www.unicef.org/iran/SOWC_2012-Main_Report_EN_13Mar2012.pdf

⁵ USAID, 2014a.

financial or other incentives.

- Work with men, women, and community leaders to support gender equitable education. Communities and community leaders should be engaged in the initiatives to increase gender equality and improve education outcomes for boys and girls so that they can work to support, not hinder, improved educational outcomes and norm change.
- Share best practices and information on ACCELERE! at "Groupe Thematique de Genre" meetings (see Implementation Strategy). Encourage others to share information as well, so that the gender approaches are consistent on a national level and there is more collaboration and awareness of activities on the ground between donors and the government.
- Identify male "champions" in communities to help you to achieve gender equality and female empowerment goals. Look for men who are more "open minded" towards promoting women and girls in their family. These men might also be useful when doing focus groups to help manage the feelings of other men in the group who might feel uncomfortable in these discussions.
- Collaborate closely with the Division Heads of the MFGE in each of the target provinces. The team should work closely with the division offices in each of the provinces where they will be working to find ways to collaborate and fill gaps. When the project begins work in a new region, it should take the time to establish a meeting with the provincial division head in the MFGE to assess how they might best help achieve MFGE objectives.
- Train teachers and education staff on gender equality and develop gender-equitable materials. Teachers should receive gender awareness trainings and work towards promoting gender equitable norms in the classroom. These messages should be reinforced by gender-equitable curriculums and other materials where, for example, students learn about the achievements of men and women and see depictions of men and women in non-traditional roles.
- Continue to monitor and evaluate gender indicators. The project is encouraged to plan to conduct a gender analysis every year of the project to assess changes in the situation and subsequently plan to ensure ACCELERE! addresses all gender constraints and opportunities. In addition, sex-disaggregated and gender-sensitive data should be a part of all project M&E data collection, analysis, and reporting to make sure project activities are having the intended impact.

Gender Implementation Strategy

Based on the findings of this desktop study, the consultants created a Gender Implementation Strategy to ensure ACCELERE! addresses gender constraints and leverages opportunities for optimal impact on project goals. The Gender Implementation Strategy addresses gender roles and relations at multiple levels and considers the varied contextual factors that drive outcomes for males and females, including discriminatory social norms. The Strategy offers tools and resources to guide programmatic thinking around integrating gender components, and was developed in collaboration with ACCELERE! staff to allow them to take ownership of gender approaches within their own areas of expertise.

The Implementation Strategy provides actionable recommendations to address the barriers most salient to ACCELERE!'s goals and where ACCELERE! can have the most impact given its sphere of influence. Following the comprehensive framework for action on gender⁶ this includes addressing issues at the micro (individual, school, and community) level and the meso (sub-provincial and provincial level), while informing action at the macro (policy and central ministry) level through gender considerations integrated into the School Management and Performance Framework (under Result 3 of the project) and linkages to Activity 2 of the larger ACCELERE! project.

Barriers within the Classroom

ACCELERE! will adapt and leverage existing resources to address barriers to equitable education within the classroom. For instance, the EAGLE project has produced highly effective classroom and school codes of conduct. ACCELERE! will review the EAGLE codes of conduct for use in ACCELERE! schools, and should help to ensure not only that members of the COPAs and COGES are familiar with its principles but that policy makers are aware of the importance of such codes, possibly as part of the school standards to be developed.

As noted in the Gender Analysis, there is an insufficient number of female teachers at both the primary and secondary school level. Although it is critical to address the male domination of schools at the macro level, it is difficult to recruit the large number of women teachers required due to the lack of women with the level of schooling and the time, family support and resources required to become a teacher. ACCELERE! should consider the Classroom Assistant Program used by the IRC in Sierra Leone to simultaneously provide role models for girls in school and help ensure that the classroom is a safe space.

⁶ Messner, Lyn, Sylvie Morel-Seytoux, Kai Spratt, and Abby Ladd. 2015. Beyond Access: Toolkit for Integrating Gender-based Violence Prevention and Response into Education Projects. Rockville, MD: USAID's Advancing the Agenda of Gender Equality (ADVANTAGE), Task Order 3.

For school staff, ACCELERE! will complement training modules on reading instruction with modules on gender-equitable classroom management adapted from the Doorways teacher manual (e.g. positive discipline techniques and equitable treatment of male and female learners). This should be for teachers, directors, and reading coaches to ensure their instruction techniques are equitable.

Finally, it is recommended that the instructional materials team under Results 2 of the project get a full gender training or refresher in order to increase the gender equity manifest in these materials. (Most of the project staff have gender training already, but this is generally not the case for the Ministry of Education counterparts working alongside them.) Additionally, it is recommended that the project Gender Specialist review all instructional materials developed under ACCELERE! to ensure gender equity is respected and equality promoted.

Enrollment and Completion Rates and Out-of-School Children

At the meso level, it is recommended that ACCELERE! work with the office of the Provincial Division of the MFGE as well as the PROVED to find ways to mutually support increasing enrollment and completion rates for girls. The Ministry already identifies schools that are successfully addressing barriers preventing girls from enrolling and completing school, as well as those schools that need additional support. The project may name focal points in each province and sub-province who will work closely with the provincial divisions of the MFGE to replicate activities from schools that have increased their enrollment and retention rates for girls in those schools that require assistance.

At the macro level and meso levels, it is recommended that ACCELERE! advocate for flexible schooling options and repeated classes that will allow girls and boys to fulfil their responsibilities (including out-of-school work for income generation) without falling behind other students.

It is also recommended that the project apply a gender lens to its intention to work with local business leaders for apprenticeship opportunities, to encourage placements that go beyond traditional gender stereotypes, ensuring that youth enrolled in CAPS find gainful and sustainable employment on completion of their skills training programs.

School-related Gender-Based Violence

The project must employ a holistic approach to address SRGBV. At the micro level, using the Doorways Manual for Counselors, it is recommended that the project work with school/communities to develop not only a mapping of local resources and a referral system in cases of violence, but also a first-responder system to be able to manage incidents and negative trends at the most local level. Such a system will also act as back-up when local resources are unavailable or unwilling to help. For instance, the project might train two members of every COPA

as "School Safety Champions" or focal points to whom children can report instances of SRGBV. These Safety Champions will serve as the first responders to the child's immediate psychosocial needs, having been trained for this purpose, and will trigger the referral system when possible to ensure continued care and support for the child.

ACCELERE! also must engage men and boys in SRGBV prevention and response, and to challenge harmful definitions of masculinity. As appropriate, communities working with the project may identify male "champions" in each COPA, school, and community. For example, the project may support male champions and boys groups to organize and implement SRGBV awareness raising events within the school and community settings.

Conclusion

While there are signs that progress in improving gender equitable outcomes in DRC is being made, there remains much work to be done. Some communities and families are seeing the value and importance of sending girls to school, but girls are still expected to fulfill traditional gender roles. These traditional social norms and cultural barriers play a role in perpetuating gender inequitable norms in education, hindering equal educational outcomes and access.

Equality in education is an essential building block for equality in other aspects of the lives of boys and girls, men and women and it can be powerful tool for speeding up progress in this respect. Acknowledging this, ACCELERE! understands that this Gender Analysis and Gender Implementation Strategy will facilitate the development of interventions and organizational practices that specifically integrate gender and work to reduce barriers and improve outcomes for girls. This will not only improve gender equitable education outcomes but will also help continue progress towards gender equitable norms.

INTRODUCTION

ACCELERE! Project Description

The Accès, Lecture, Redevabilité et Rétention (ACCELERE!) Project is a 5-year primary education initiative that strives to improve education outcomes for girls and boys in the Democratic Republic of Congo (the DRC). This work (known as Activity 1) aims to contribute to the larger goal of supporting selected national-level institutions to more effectively implement their mandates, including the provision and financial support of long-term basic services. Specifically, the project works to increase equitable enrollments to a quality education environment, improve education quality, and improve governance and accountability by stakeholders. ACCELERE! will support

education service delivery in line with the results framework in at least 25 education sub-provinces across four target provinces (Katanga, Kasai Occidental, Kasai Oriental and Equateur) in the DRC, including government schools, schools administered by the religious networks located in the target provinces, as well as for out-of-school youth through accelerated learning programs in the target provinces and South and North Kivu. This activity is one component of a joint DFID and USAID program to support the Government of the DRC's (GDRC) commitment to free universal basic education and improved learning outcomes for boys and girls.

By the end of the project, more than 4,000 formal schools and over 470,000 primary grade students will have benefitted from attending safer, more equitable schools. These schools will employ well-trained teachers and provide access to high-quality teaching materials in local and national languages. Through the project, teachers will be more supported by school administrations, parent-teacher associations, and the community at large. Additionally, more than 575, 000 students in approximately 1,200 non-formal schools, will have an opportunity to improve their lives through non-formal educational approaches. It is an ambitious project, but one that underscores the right of every child in the DRC, including those living in crisis and conflict zones, to access to better opportunities in life, , beginning with basic education.

Both USAID and DFID have spearheaded efforts to address gender equality in the DRC by investing resources to improve girls' access to education, address school-related gender-based violence, improve learning outcomes, and support the transition from primary to secondary school. ACCELERE! joins the ranks of programs such as C-Change, Empowering Adolescent Girls to Lead through Education (EAGLE) and VAS-Y Fille! that have worked to increase and improve educational opportunities for girls.

Rationale for ACCELERE! Gender Analysis and Gender Implementation Strategy

Numerous studies have proven that formal education is a key element necessary to increasing positive outcomes in the lives of boys and girls, their families, and the social environment. Different studies have revealed that educated girls in developing countries, particularly girls who have secondary school education, benefit from a number of consequences as a result of their time in the classroom. They often have fewer children, later in life, and with healthier spacing between them—all factors that significantly lower their risk of infant and maternal mortality. A child whose mother can read is 50% more likely to survive to age 5, and a girl who has finished primary school is three times less likely to contract HIV in her lifetime. Additionally, educated women tend to have higher-paid jobs that increase their family income, and engage more actively in their communities, which positively impacts their society as a whole.

Equality in education is an essential building block for equality in other aspects of the lives of boys,

girls, men, and women, and it can be a powerful tool for accelerating progress in this respect. In order to achieve the goals of equitable access to education and improved learning outcomes for both girls and boys, conducting and developing a gender analysis and implementation strategy specific to the needs of the ACCELERE project have been especially critical.

The DRC is a signatory country to the major international, regional, and national human rights declarations and legal frameworks which emphasize that women and men should not be discriminated against based on gender.⁷ In reality, however, males and females are often not treated as equals, leading to discrimination at all levels, including employment, education, ownership, and health.

Harmful socio-economic norms, as well as conflict and instability in several provinces in the DRC have placed significant strain on the education system and have been identified as key barriers to access to school and retention of pupils.

It would be impossible to address gender equality in education without addressing the society in which educational institutions exist. Many parents have negative or poorly-informed attitudes towards education. In areas with high poverty, school fees difficult to pay, or comprise a large part of a family's annual budget. Poverty influences a culture accepting of child labor with unequal domestic burden placed on girls, and early marriage and pregnancy. Boys, who stay with the family after marriage, are seen as more valuable investments than their female siblings. The persistence of inter-ethnic and armed conflict remains a constant barrier to development. In addition, schools may have poor social and physical environments that contribute to occurrences of corporal punishment, bullying, verbal harassment, sexual harassment, and rape. All of these negatively impact both the experience of boys and girls in schools, and the perceptions of parents regarding schools and education. However, educational institutions also have the potential to effect great change, as behaviors and beliefs formed in schools can have a lasting impact on gender relations in society.⁸

Recognizing the critical role gender plays in all development programs, USAID and DFID⁹ mandate that a gender analysis be conducted in the early stages of any project and used to develop a specific implementation strategy to address gender issues, including discriminatory socio-cultural norms. Upon passage of the UK International Development (Gender Equality) Act 2014, UK Secretary of State for International Development Justine Greening stated, "...gender equality isn't

⁷ E.g., the Universal Declaration of Human Rights, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Convention on the Rights of the Child, the Rome Statute of the International Criminal Court, Solemn Declaration on Gender Equality in Africa in 2004, the Protocol on the Rights of Women in Africa in 2009. 2006 DRC Constitution, Article 14.

⁸ UNGEI. Gender Analysis in Education: A Conceptual Overview. Working Paper, No. 05, July 2012. Retrieved at: http://www.ungei.org/files/Gender_Analysis_in_Education.pdf.

⁹ DFID DRC. Country Operational Plan (COP) 2011-2015: Commitments on Women and Girls.

something that can simply be tacked on to overseas programmes as an afterthought. It needs to be built in from the start.”¹⁰ ACCELERE! partners take gender seriously; they have committed to conducting gender analyses for each year of the project to determine whether or not ACCELERE! interventions are promoting gender equality and transforming unequal gender norms. Since the project is just starting up, the relevant gender-related gaps and opportunities identified in this gender analysis will be applied to project design, implementation, and monitoring and evaluation (M&E). To support the ACCELERE! team to address gender, findings from the gender analysis have been used to develop an implementation strategy to ensure that girls and boys benefit equally from project activities. The resulting gender implementation strategy identifies triggers and mitigating factors that project staff will undertake to address gaps and/or monitor project implementation to ensure that activities are addressing girls’ and boys’ needs in relation to equitable access and learning in safe environments.

Structure of the Report

This report is organized into chapters that aim to build upon one another. Above, we provided an introduction that describes the ACCELERE! Project, and a rationale for why the gender analysis and gender implementation strategy were conducted and developed. Next, we will present the gender analysis, which includes an overview of methodology, a situational analysis, and relevant findings and recommendations for the ACCELERE! Project. Also addressed are other initiatives to improve education, and an analysis of the potential impact of ACCELERE! on communities. Based on the findings and recommendations in the gender analysis, we propose a gender implementation strategy that outlines identified priority areas, actions, and measures. Then, we highlight key findings and suggested next steps. Finally, we include references and annexes with relevant resources and tools to be made available for project staff and implementing partners.

¹⁰ DFID, International Development (Gender Equality) Act. 2014, Policy Briefing. The Great Initiative, Plan & WaterAid, May 2014.

GENDER ANALYSIS

Methodology

The first step in planning for and implementing gender-responsive projects is to understand the local beliefs, cultural norms, and the context in which programs are designed. This facilitates the development of culturally sensitive and relevant strategies to overcome gender-related issues and barriers that may thwart improvement of education outcomes. Through quantitative and qualitative data collection and synthesis, a gender analysis allows us to systematically identify, understand, and describe the social, economic, and political factors that shape the lives of women, men, girls, and boys and how these gender inequalities affect development outcomes.

The gender analysis sought to answer two overarching questions: 1) How will the different roles and status of girls and boys affect the work to be undertaken? 2) How will the anticipated results of the work affect girls and boys differently? More specifically, to guide this analysis, we developed the following research questions based on the ACCELERE! project goals and objectives:

- What are the gender-related opportunities, constraints, gaps, and potential approaches in the primary education sector to address barriers to gender equity for enrollment, consistent attendance in school, school retention and education quality?
- What laws, policies, regulations, and institutional practices prevent or support the achievement of gender equitable educational outcomes for boys and girls?
- How can women and men be engaged to inform the design of the strategy and activities?
- What social investments that facilitate gender equality at the family, community, and government level can be integrated into programming?
- How is school-related gender-based violence manifested in the target communities and how does it impede educational and social development of boys and girls?
- What is the potential impact of ACCELERE! on girls and boys in relation to improvement of primary education outcomes and the reduction of gender inequality within the education system?
- How will gender norms of men, women, boys, and girls in the family and community be impacted by program implementation?

To understand gender relations more concretely, the framework based on the human rights-based approach to education developed by the United Nations Girls' Education Initiative (UNGEI)¹¹ was used. This framework addresses girls' and boys' rights to education, which focuses on the challenges of access to schools; their rights within education, which focuses on how needs are addressed during the schooling process; and their rights through education, which focuses on the outcomes of schooling,

¹¹ UNGEI. July, 2012.

including achievement and resulting economic and social opportunities. There were multiple frameworks to consider, such as DFID's framework in its "A New Strategic Vision for Women and Girls," for example, offers "four pillars for greater and effective action." However, since this project is a little broader and incorporates primary school-age children as well as adolescent youth, the UNGEI framework seemed to offer the flexibility needed to address the full scope of ACCELERE! efforts. Please see Annex 1 for an illustration of this approach.

Using these guiding questions and the gender analysis framework, the consultants reviewed current literature and program documentation to understand the target population and the context in which the project is operating; specifically the consultants worked to understand the expected effects of program interventions and the anticipated outcomes on gender relations, norms, and equality. Several gender analyses and gender assessments have been conducted in the DRC for the USAID Mission and other related projects, which offered an important research base for this analysis. Desk review documents included:

- Reports on gender and/or education in the DRC from existing education projects such as VAS-Y Fille!, OPEQ, EAGLE, PAQUED, SIEEQ, and C-CHANGE SRGBV Reduction Program;
- Relevant USAID documents including the USAID/DRC CDCS, the USAID Gender Assessment for the DRC, the USAID Gender Equality Framework, and ADS Chapter 205;
- Information from ACCELERE! partner DFID, such as "La Pépinière," the DRC Programme for Economic Empowerment of Adolescent Girls', DFID's "The Strategic Vision for Girls and Women, Two Years On," the Situation Analysis of Women and Girls in DRC and Development of A Gender Strategy and Action Plan for DFID DRC, and the DRC Gender Country Profile, 2014;
- Information from relevant UN agencies on Education and/or Gender and country-specific information from UNICEF, UNESCO, and UNGEI;
- Official government documents related to gender in the DRC, including the *La politique nationale sur le genre* (National Policy on Gender), *la Strategie Nationale de lutte contre les Violences Basees sur le Genre-SNVBG* (the National Strategy on Gender-based Violence), *le code de la famille de 1981* (the DRC Family Code of 1981), *la Loi portant protection de l'enfant* (the Law on Child Protection), official reports from the DRC on CEDAW, Laws on Sexual Violence; and
- Education documents from the government of the DRC, including *Rapport d'état du système éducatif* (the report on the State of Education in the DRC), *Le Plan intérimaire de l'éducation* (the Interim Plan of Education) and the collaborative document between MEPSINC and International Consortium on Development in Education, *La Stratégie pour la scolarisation des filles en RDC* (the Strategy for Girls' Schooling in the DRC).

For a complete list, please see the References section.

All sources of information were analyzed using the key questions, and all data and information were reviewed holistically (i.e., in the context of the gender roles and relationships of women, men, girls, and

boys). When possible, the consultants examined differences in age, location, family income, ethnicity, and education level, as relevant to the research questions. The aim was to further synthesize the gender issues identified, their interconnectedness and how they could affect the activities and goals planned through the project. Additionally, we sought to understand how the project might respond to the issues identified through the gender analysis in order to be more effective and to promote gender equality.

Subsequently, in close collaboration with ACCELERE! staff, the consultants undertook work in the DRC to finalize the gender analysis and gender implementation strategy through a series of meetings with program staff and stakeholders as well as original data collection through key informant interviews to gather more information, as necessary (see Annex 2 for a list of meeting participants). The consultants also facilitated gender training to local staff. Through this work, the consultants identified areas for growth and leveraged staff's knowledge and understanding of the local cultural context to ensure that gender considerations and systemic changes to integrate gender reflected local realities so that the ACCELERE! Project can achieve optimal outcomes for boys and girls.

Situation Analysis

Country Overview

The DRC is Africa's second largest country by area and Africa's fourth largest country by population, with over 75 million people widely scattered over an area of 2.3 million square kilometers. The country is endowed with significant natural resources but remains one of the poorest in the world, with a high poverty rate (71%), and is characterized by significant regional variations.¹² In 2011, the country ranked last (187th) on the Human Development Index.¹³ The country continues to face political and social instability as it works to recover from years of civil war and strife, which have greatly impacted all development outcomes, including education. This has weakened capacity among state actors, but has allowed for increased cooperation with, and autonomy for, non-state actors.¹⁴

Eighty percent of Congolese are Christian, with the Roman Catholic denomination being the most prominent, followed by Protestant denominations such as Pentecostal, Baptist and Methodist. Another 10 percent of the population is Muslim, and the remaining likely belong to the indigenous Kimbanguist Church.¹⁵

Nearly half (45%) of the population is under age 15 and 65 percent of the population is under the age

¹² Global Education First Initiative and Good Planet Foundation. *Accelerating Progress to 2015: Democratic Republic of Congo*. 2013. Retrieved at: <http://educationenvoy.org/wp-content/uploads/2013/07/DRC-UNSE-FINAL.pdf>

¹³ Global Education First Initiative and Good Planet Foundation, 2013.

¹⁴ DFID. DRC Education Business Case: Improving access, quality and governance in education in the Democratic Republic of the Congo. Internal Document. Unpublished. No Date.

¹⁵ SIDA. The Democratic Republic of Congo: Country Gender Profile. 2009.

of 25¹⁶; this is a trend which is expected to continue through 2050, due to the continuous explosive population growth.¹⁷ The DRC has one of the highest maternal mortality rates in the world, almost a quarter of which is due to the young ages of mothers, usually 15-19 years old.¹⁸ The DRC has the second highest adolescent fertility rate in the world.¹⁹ Trends vary by socioeconomic class and geography; for example, adolescent pregnancy is nearly three times higher among young women living in the poorest households (42%) than among those living in the wealthiest households (15%), and affects 13 percent of young women in Kinshasa, compared to 41 percent in Orientale.²⁰ In the DRC, women without formal education are found to initiate sexual intercourse more than three years earlier than women with more than secondary education (16.6 years versus 20.1 years); this trend does not exist for men.²¹

Education Overview

As further described in the following sections, GDRC's education system includes government and religious network schools, as well as expanded accelerated learning programs (ALPs) or alternative learning opportunities for those who are not in the formal education system. The law in the DRC stipulates three years of free primary education. Unfortunately, this is not always available and many families are expected to pay either direct (fees) or indirect (transport, equipment, uniforms) costs.²² For example, inconsistent teacher salary payments remain one reason why school may not always be free. The Minister of Education has identified that ensuring that salary payments are delivered to certified teachers is fundamental to fully implementing the free education for all primary children policy. Despite high poverty across the country, even extremely poor families have demonstrated willingness to pay: the average Congolese family spends 11 percent of income on education costs.²³

There are a range of key actors that hold schools accountable, including inspectors, school management committees (COGES), and parent-teachers' committees (COPAs). These groups form a network that oversees a range of pedagogical, environmental, and financial considerations affecting schools; however, competing interests and a lack of systems alignment sometimes results in a lack of appropriate reforms. In addition to these key actors, the education system is governed by five national ministries, which often results in fragmentation of policy formulation and implementation within the

¹⁶ The World Bank. World DataBank, DRC Population ages 00-14. Retrieved at: <http://databank.worldbank.org/> Figures based on United Nations Population Division's World Population Prospects

¹⁷ USAID. Country Development Cooperation Strategy 2015 – 2019. 2014a.

¹⁸ USAID. Gender Assessment for the Republic of Congo. 2012.

¹⁹ USAID, 2014a

²⁰ Ministère du Plan et Suivi de la Mise en oeuvre de la Révolution de la Modernité (MPSMRM), Ministère de la Santé Publique (MSP) and ICF International. *Democratic Republic of Congo Demographic and Health Survey 2013-14: Key Findings*. 2014. Rockville, Maryland, USA: MPSMRM, MSP et ICF International.

²¹ MPSMRM, et al, 2014.

²² DFID and Social Development Direct. Situation Analysis of Women and Girls in the DRC and Development of a Gender Strategy and Action Plan for DFID DRC. No Date.

²³ USAID, 2014a

national government²⁴. As a result, the education system faces severe challenges to improve the equitable access, quality, and governance throughout the sector.²⁵

Of the 15 million children eligible for primary school, 3.5 million girls and boys are out of school, with 20 percent of these in one province, Katanga. The majority of these children have never been to school²⁶ and an estimated 20 percent will never attend school due to prohibitive fees, lack of school proximity, and other societal barriers.²⁷ In addition, many children enter school late. Seventy-five percent of children out of school are between 6 to 8 years old.²⁸ The DRC also suffers from low completion rates, high repetition rates, and high dropout rates. Only 63.8 percent of girls and boys complete primary schooling and only 14 percent do so without repeating a year. The primary completion rate for girls is 50.4% compared with 66.9% for boys in 2010.²⁹ In 2012, the dropout rate was 11.5 percent for primary school. These delays result in almost 90 percent of children being one or more years older than they should be by the final year of primary school.³⁰

Due to a variety of factors, education quality and learning outcomes remain poor. Over 30 percent of teachers lack the high school degree necessary to be certified to teach.³¹ Once in place, teachers receive minimal pre-service training and limited in-service teacher training.³² Since secondary school graduates can teach in elementary schools without further training, older (rote) learning styles are often being replicated. Classroom materials are often out-of-date and reflect antiquated gender stereotypes. Learning outcomes are also compromised by very high rates of malnutrition and poor health, which can lead to absenteeism, repetition, and suboptimal performance, demonstrating the dynamic and interconnected nature of development programs.³³

Data from a 2010 Multiple Indicator Cluster Survey (MICS) conducted nationally found that only 51 percent of young women age 15-24 years are literate, a figure that falls to only 28 percent for women from the poorest quintile.³⁴ Among women and men 15-49, 64 percent of women and 88 percent of men are literate.³⁵

In 2010, the GDRC implemented *gratuité*, or a fee-free education policy. *Gratuité* offers free schooling

²⁴ USAID, 2014a.

²⁵ USAID. RFP #SOL-660-14-00004 Equitable Access to Education and Learning Project in the DRC. October 15, 2014c.

²⁶ DFID, No Date.

²⁷ USAID. *USAID/DRC Factsheet Education Overview*. July, 2015. Retrieved at: <https://www.usaid.gov/democratic-republic-congo/factsheets/usaiddrc-fact-sheet-education>

²⁸ DFID, No Date.

²⁹ World Bank, 2010 Gender Statistics

³⁰ DFID, No Date.

³¹ USAID, 2015.

³² USAID, 2014c.

³³ USAID, 2014c.

³⁴ Ackerman, X, Greubel, L, and Winthrop, R. "The New Push for Education Reform in the Democratic Republic of the Congo." Brookings Institute. March 1, 2013. Retrieved at: <http://www.brookings.edu/blogs/up-front/posts/2013/03/01-education-reform-congo-winthrop>

³⁵ MPSMRM, et al, 2014.

for the first three grades of primary school; however, families have still found themselves unable to afford school given the remaining fees required for transportation, school supplies, and student uniforms.³⁶ This is affirmed by an extensive UNICEF and UNESCO 2012 survey conducted in all provinces, where money was cited as the top reason for dropping out of school or not enrolling. Percentages of those who cited it as a reason for dropping out ranged from 89.1 percent in South Kivu, 87.4 percent in Kinshasa and 84.3 percent in North-Kivu to 57.6 percent in Bandundu and 59.7 and 59.9 percent in Province Oriental and in Kasai Occidental, respectively. Percentages of those who never attended school due to finances ranged from 44.3 percent in Bas-Congo and 50 percent in Kasai Occidental, to 82 percent in Equateur and South Kivu, 85 percent in North Kivu and 90 percent in Kinshasa.³⁷

The Ministry of Education (MOE) is one of the GDRC's most reform-focused ministries, and since 2006, has fostered a cohesive partnership between the GDRC and donors to implement key strategies, reforms, and sector plans.³⁸ The GDRC has steadily increased its financial commitment to education reform, increasing its budget from \$175 million in 2009 to \$841 million in 2015.³⁹ However, this spending remains insufficient as education needs and activities, such as increasing teacher pay (or paying teachers in general), providing textbooks and improving infrastructure do not appear to be implemented in all regions, leaving major discrepancies throughout the regions. While there has been progress related to education in the DRC, this progress is limited and is further weakened by inequities (see below).⁴⁰

Findings

Social Context

In the DRC, girls are less likely than boys to complete primary school, and to continue on to secondary and tertiary education. As demonstrated by this analysis, girls are more likely to work out of school, less likely to have the support of their families and community to continue their education, and more likely to drop out due to insecurity, pregnancy, and marriage.

While it is especially pronounced in education outcomes, the DRC presents a challenging landscape for access to equitable gender opportunities for women and girls overall. In the 2013 United Nations Development Programme (UNDP) Gender Inequality Index (GII), the DRC was ranked 147 out of 152 countries with a score of 0.669 (with 0.0 being a gender equitable score, and 1 being completely

³⁶ DFID and Social Development Direct. Situation Analysis of Women and Girls in the DRC and Development of a Gender Strategy and Action Plan for DFID DRC. No date.

³⁷ Higher Institute for Population Sciences of the University of Ouagadougou. Global Initiative on Out of School Children, DRC: National Survey on the Situation of Out of School Children and Adolescents. 2013.

³⁸ USAID, 2015.

³⁹ USAID, 2015.

⁴⁰ DFID, No Date.

inequitable), and was ranked 134 out of 148 countries on the UNDP's new Gender Development Index (GDI).⁴¹ Gender-based constraints on men and women are generally consistent throughout the country.⁴²

Table 1: The DRC's GII for 2013⁴³

GII value	GII rank	Maternal mortality ratio	Adolescent fertility rate	Female seats in parliament (%)	Population with at least secondary education		Labor force participation rate (%)	
					Female	Male	Female	Male
0.681	147	540	135.5	8.3	10.7	36.2	70.7	73.2

Table 2: The DRC's GDI value and components 2013

Life expectancy at birth		Expected years of schooling		Mean years of schooling		GNI per capita		HDI Values		F-M ratio
Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	GDI Value
51.8	48.2	8.4	10.9	2.1	4.1	0,390	0,499	0.304	0.369	0.822

Gender Roles and Norms

"Congolese culture is grounded in a set of interrelated forms of power; rigid notions of masculinity and femininity; communalism; exchanges of favors; informal, flexible contracts; and perceived otherworldly forces. In the DRC, women are subjected to a wide range of discrimination, from demands for a high number of children and exploitation of their labor, to lack of access to land, to control over their income, and exclusion from decision-making roles in the family and in public life."⁴⁴

The DRC remains a patriarchal society where societal norms are guided by traditional gender roles. Congolese women and girls remain expected to fulfill traditional gender roles that demand them to be both submissive and passive, and wherein they have little authority or decision-making power in both the public and private spheres. They are largely expected to follow the lead and decisions of their husbands, fathers or male relatives.⁴⁵ According to the 2013-14 Demographic and Health Survey (DHS), only 6 in 10 married women ages 15-49 are the principal decision-makers over major household purchases. Additionally, 26% of married women in this same age group do not participate in any

⁴¹ The GII takes into account reproductive health, empowerment and economic activity indicators. The GDI is a new measure based on the sex-disaggregated data of the HDI. It measure inequalities in health – life expectancy and birth, education – expected years of schooling, and command over economic resources.

⁴² USAID, 2012.

⁴³ UNDP. Explanatory note on the 2014 Human Development Report composite indices Congo (Democratic Republic of the). 2014. Retrieved at: http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/COD.pdf

⁴⁴ USAID, 2014a

⁴⁵ USAID. Empowering Adolescent Girls to Lead through Education (EAGLE) Project A Targeted Gender Analysis of EAGLE-Supported School Environments. 2014b.

decision in the household.⁴⁶ Women's lack of decision-making ability has been attributed to many harmful outcomes such as traditional socio-cultural norms, as discussed, and low literacy rates. This difference in power relations becomes very important when examining women's participation and leadership in government (as discussed in the women's employment section), and a correlation can be drawn between women's lack of power in the home and their participation on local, national, and even international stages.⁴⁷

Women remain largely valued and identified on the basis of their roles as wives and mothers, or in relation to the men in their lives. As described in the USAID EAGLE Gender Assessment, "a 'woman' is defined by her reproductive and family functions, rather than as an independent person with self-worth."⁴⁸ As in many traditional societies, women are responsible for domestic and agricultural chores, regardless of whether or not she works outside the home.⁴⁹

Men are expected to exhibit dominance, superiority, and power both inside the home, in government, and in the community⁵⁰ and are considered to be the head of the family. In a 2012 study entitled "The International Men and Gender Equality Survey (IMAGES),"⁵¹ nearly 1,600 men and women in the North Kivu region generally agreed that men should be the head of household and women "should be submissive to men and should be caretakers of children." Men are expected to be the first to speak and are largely responsible for all decision-making. This is reinforced not only by cultural and social norms, but also by law. According to the Family Code of 1981, women are required to have their husband's permission to participate in all activities outside the home, including employment, travel and opening a bank account.⁵²

Male sexual performance and dominance were notable components of social understandings of masculinity. The IMAGES study reaffirmed this in finding that men felt they were "less of a man" if they could no longer have satisfying sexual relations.⁵³ A recent USAID Gender Assessment for the DRC⁵⁴ found that a man is often pressured by his community and family, including his and his wife's extended family, neighbors, and friends, to demonstrate "sexual prowess" by having multiple partners and

⁴⁶ Democratic Republic of Congo, Demographic Health Survey, 2013-2014

⁴⁷ DFID and Social Development Direct. No date.

⁴⁸ USAID, EAGLE Gender Assessment, 2014b.

⁴⁹ USAID, 2014b.

⁵⁰ USAID, 2014b.

⁵¹ Created and coordinated by Promundo and the International Center for Research on Women (ICRW), IMAGES is one of the most comprehensive studies ever on men's practices and attitudes as they relate to gender norms, attitudes toward gender equality policies, household dynamics including caregiving and men's involvement as fathers, intimate partner violence, health and economic stress.

⁵² SIDA, 2009.

⁵³ Slegh, H., Barker, G. and Levitov, R. Gender Relations, Sexual and Gender-Based Violence and the Effects of Conflict on Women and Men in North Kivu, Eastern DRC: Results from the International Men and Gender Equality Survey (IMAGES). Washington, DC, and Capetown, South Africa: Promundo-US and Sonke Gender Justice. May 2014.

⁵⁴ USAID, 2012.

children.⁵⁵ According to the 2013-2014 DHS survey, 22% of men, ages 15-49 reported having two or more sexual partners in the previous 12 months.⁵⁶

Shifting Gender Norms

There are signs that society is beginning to shift towards more gender equitable norms, although contradictions remain present. Women interviewed in the Bas Congo described that they could detect a perceptible change in attitudes around gender over the course of their lifetime. They stated that they now speak in public and claim their rights. It was noted that this was likely due to the fact that many women had defied their families and neighbors during the civil war.⁵⁷ One recent study found that respondents believed that boys and girls are equal and “full human beings” that did not have the ability to control whether they were born male or female. Therefore, they should be treated equitably within society. However, the same respondents described that sex discrimination remains present, particularly in families.⁵⁸

This shift in gender norms may be producing an increase in societal tensions. Some recent research shows that while the traditional male and female norms are still held by much of Congolese society, they tend not to fit the reality of day-to-day life. For example, the IMAGES study found that in the North Kivu province, “[m]ost men and women associate manhood with sex, virility, and dominance. In contrast, women in this context are socialized to be receptive, submissive, and willing to put aside their own needs to support their children and families, even if daily realities frequently do not match these ideals or traditional norms.”⁵⁹ Although women’s societal roles and responsibilities are changing and the discourse around gender roles continues to evolve, discriminatory socio-cultural behaviors and attitudes persist, leading to a tension-causing gap between ideals and reality.⁶⁰

Women’s Employment

Women of all social strata, provinces and socioeconomic status are generally expected to contribute to the family income by working outside the home. Women primarily work in agriculture, tending to family land and subsistence farming, then selling the produce. This is not generally considered formal employment, since it is seen as “women’s work” to provide subsistence for the family. When men do work in the field, they are primarily responsible for clearing the fields and cutting down trees, while women plant, tend and harvest. Women’s agricultural work is generally more labor intensive, and they spend more hours in the field.⁶¹

“Women often work in the fields from early morning until sunset, and then walk long distances

⁵⁵ USAID, 2012.

⁵⁶ DRC DHS, 2013-14

⁵⁷ Swedish Embassy, DFID, European Union Delegation and Embassy of Canada, in Kinshasa. *Gender Country Profile: DRC*. 2014

⁵⁸ Higher Institute for Population Sciences of the University of Ouagadougou. 2013.

⁵⁹ Slegh, et al. 2014.

⁶⁰ DFID. DFID DRC Programme for Adolescent Girls Business Case and Intervention Summary. Final Version. April 6, 2013. Unpublished.

⁶¹ USAID, 2012.

with heavy head loads of produce to sell in a local market. They lack access to the tools and machines that some men have, including bicycles. They also carry water and firewood, soak and dry manioc so it is not poisonous, and pound grain manually for many hours. If needed, men may work for a couple of hours in the morning.”⁶²

In terms of access to money, the 2013-14 DHS survey suggests, overall, both women and men who work are similarly being paid either in cash, in-kind, or some combination of the two. More than one-third of working women (37%) and 48% of working men were paid exclusively in cash. Additionally, of the married women paid in cash, 72% say they earn less than their husbands/partners.⁶³

In formal employment specifically, women are greatly underrepresented and also earn less than their male counterparts. Of those jobs offered by the state, as of 2010, women comprised only 2.8 percent of state-waged employment, compared to 12 percent of men in the DRC.⁶⁴ In government, women comprise six of 36 Cabinet members, 55 of 608 Parliamentarians in both chambers, and at the top echelons of the formal economy, 3,122 females are registered as employers versus 17,624 males.⁶⁵ Additionally, while data is limited, it is generally agreed that women are underrepresented in the civil service workforce, which has implications on the government’s ability to promote gender-sensitive reform. Twenty-seven percent of teachers are females; working to increase this percentage may be an opportunity for education programs to improve women’s access to stable work, as well provide role models for future female teachers.

It is important to note that while the majority of Congolese women work, either in the formal or informal sectors, they likely do not have control over their incomes. The USAID Gender Assessment for the DRC found that most often a women’s income belonged to her husband, with her husband rarely disclosing his income to his wife. Finally, women often stated that they refuse to give up their income for fear that their husbands will spend it on drinking or other women.⁶⁶

Gender-based Violence

Studies demonstrate that sexual and gender-based violence is pervasive in Congolese society among both married and unmarried women. Nearly 60 percent of 15-24 year-old females have experienced physical violence since they were 15 years old.⁶⁷ Sixty-four percent of all women have suffered from physical violence at some point since age 15, and 49 percent have experienced it in the past year.⁶⁸

Physical violence within relationships is often accepted and tolerated in Congolese culture; women are

⁶² USAID, 2012.

⁶³ DRC DHS, 2013-14.

⁶⁴ Mbambi, M. A. and Faray-Kele, M-C. *Gender Inequality and Social Institutions in the DR Congo*. Peace Women, UK WILFP and WILFP. 2010.

⁶⁵ USAID, 2014a

⁶⁶ USAID, 2012.

⁶⁷ USAID, 2014a.

⁶⁸ USAID, 2014a.

expected “to keep the family together”⁶⁹, and physical abuse is understood as a way for a man to demonstrate his continued interest in his wife.⁷⁰ Seventy-six percent of women ages 15-49 say that a man is justified in beating his wife or partner under certain circumstances⁷¹ and some women believe they “deserve” to be beaten.⁷² Only in the top wealth quintile do fewer women agree; in urban areas 67 percent of women agree, and in rural areas 80 percent agree.⁷³ Additionally, favors of all kinds are often the “currency of social exchange.” Given that men have control over the majority of resources, women’s bodies are often their only currency. Women who are successful professionals or girls who do well in school, for example, are often thought to have used sex to reach their success.⁷⁴

Rape is also very common throughout the country.⁷⁵ For example, the IMAGES study found that 62 percent of women and 48 percent of men believe that a man has a right to sex, even if the woman doesn’t want it.⁷⁶ Additionally, unlike gender-based violence within the home or among married couples, rape is often used as a weapon during war, and has been found to occur on “an unprecedented scale in Eastern DRC.”⁷⁷ While most known and reported rapes involve female victims, men and boys are victims as well.

Barriers to Gender-equitable Education

“The education system promotes rigid gender norms that perpetuate discrimination against girls, such as tolerating boys’ teasing and harassing. The education system also promotes pre-determined, limited notions of appropriate behavior, which constricts girls from becoming full, participating members of society.”⁷⁸

Lack of infrastructure due to conflict and instability have greatly impacted the quality and effectiveness of the DRC’s education sector. The country will not meet the education and gender-related Millennium Development Goal (MDG) targets this year, and there exists much work to be done. For example, in 2013, only 63 percent of all children (70.6% of boys and 57.1% of girls) completed a course of primary school. In 2013, the gender parity index for primary education was 0.90, but greatly declined for secondary education (0.62) and tertiary education (0.46), thus missing the both targets of reaching 1.0 by 2005 and 2015.⁷⁹ The precipitous decline in girls participation in secondary and tertiary school likely signals that as girls enter adolescence, they drop out due to early marriage, pregnancy, or family

⁶⁹ Sleggh, et al. 2014.

⁷⁰ USAID, 2012.

⁷¹ USAID, 2012.

⁷² Sleggh, et al. 2014.

⁷³ USAID, 2012.

⁷⁴ USAID, 2012.

⁷⁵ USAID, 2012.

⁷⁶ Sleggh, et al. 2014.

⁷⁷ USAID, 2012.

⁷⁸ USAID, 2014b.

⁷⁹ Data from Unesco Institute of Statistics; and MEPS Annuaire Statistique de L’Enseignement Primaire, Secondaire et Professionnel as found in: USAID. RFP #SOL-660-14-00004 Equitable Access to Education and Learning Project in the the DRC. October 15, 2014.

pressures to stay home rather than further their education.

High repetition rates and late school entry remain pervasive issues. Seventy-five percent of children out of school are between 6 to 8 years old, a key age for when children should be beginning primary school. The combination of late entry and high repetition rates leads to 90 percent of children being one or more years older than the standard age for the final year of primary school.⁸⁰

Barriers within the Classroom

Gender norms also permeate in terms of school instruction and curriculum materials. In terms of gender equity, according to the *Plan interimaire de l'education*, women represent only 27.3% of primary school faculty at the national level and at the provincial level, with numbers as low as 8.3% in Kasai Occidental and 3.9% in Maniema.⁸¹ The Plan suggests the State is aware of the importance of promoting more female teachers at the primary level, as well as installing women leaders of school boards with a goal of at least one female teacher per primary school. Though there could be instances where female teachers abuse students, female teachers can serve as role models for young girls in the classroom, and provide potential protection against abuse and violence.

The problem of too few teachers, and too few teachers of a given gender, is compounded by the difficulty of recruiting and retaining teachers at all. The government has been historically unreliable in paying teachers adequately or on time. Teachers' financial situations are often precarious and in numerous focus groups and interviews, many commented that in regards to teaching as a profession, "studies do not pay."⁸² One poignant example was given by a school inspector, who recounted:

"I give you a case I have personally experienced: a teacher who has not eaten at home, has not the strength to give five lessons he prepared initially, merely the first. He is completely exhausted and no longer able to continue his work." (Meeting with an inspector, Kinshasa Centre, November 5, 2014)⁸³

Thus, it is difficult to imagine the state's ability to recruit more teachers from the already-small pool of females graduates, given the limited possibility of remuneration. That fact, coupled with the unattractive aspects of life as a female rural teacher—where there might be less opportunity to find an eligible partner and start a family, more difficult living conditions and perhaps more entrenched stereotypes surrounding a female teacher's availability if she does have a family—make this objective highly challenging.

Equally challenging in terms of gender equity are the school curriculum materials that are provided to students. Older materials do not demonstrate a gender-equitable approach, instead reinforcing

⁸⁰ DFID, No Date.

⁸¹ RDC, MEPSINC, Plan Interimaire de l'Education, Stratégie sous-sectorielle de l'ÉPSP. June 2012

⁸² RDC, The National Strategy for the Promotion of Girls' Education (Stratégie Nationale de la Promotion de la Scolarisation des Filles en RDC (SNPSF), Ministère de l'Enseignement Primaire, Secondaire et Professionnel (now MEPSINC). March 2015

⁸³ Ibid.

stereotypes regarding men and women's roles in society. Images that convey that only girls are responsible for household labor and only boys can perform work that is financially significant perpetuate rigid societal norms that are difficult to deflate. As one document notes, "Under these conditions, the development of curricula and textbooks that take into account equity and equality between girls and boys in a perspective of social transformation is a major issue. Textbooks today are only one of the possible influential sources that are exposed to girls and boys. However there is no doubt about their impact on differences in academic achievement insofar as girls feel less involved with school content where they are either absent or present in a marginal or a low status role."⁸⁴

Overall, as further described in the section below, the education system has been found to promote rigid gender norms that facilitate the perpetuation of discrimination against girls and prevent the development of a gender equitable society.⁸⁵

Out-of-School Children

There are currently an estimated 3.5 million out-of-school children (ages 6-11) and nearly 7.4 million out-of-school young people (ages 5-17) in the DRC.^{86, 87} By comparison, in Sub-Saharan Africa, only Nigeria has more children out of school than the DRC with 8.7 million.⁸⁸ Over half of all out-of-school children are girls, primarily secondary school-age girls. Twenty percent of all out-of-school children will likely never attend school due to prohibitive school fees, lack of proximity to a school, and other societal barriers.⁸⁹ School proximity increases in importance as girls age. While only 22 percent of girls living more than 5 kilometers from school have a probability of attendance at the primary school level, that number jumps to 75 percent when the same girl turns 13-14 years old.⁹⁰ In 2012, roughly 12 percent of primary school students dropped out. Provinces with more than a 50 percent risk of students dropping out are Orientale (15.2%), Katanga (14.7%), Bandundu (13.1%) and Equateur (10.1%), regardless of sex and other variables.⁹¹

A 2012 study of out-of-school children found that 12-17-year-old girls in urban areas are nearly 1.5 times more likely to be out of school than boys, and nearly 2.3 times more likely to be out school than boys in rural areas. Additionally, "[g]ender ranks third as a variable nationally and first in rural areas. It is particularly crucial in Kasai-Occidental (where it ranks first) and Bas-Congo and North Kivu (where it ranks 3rd)."⁹² Other criteria that increases dropout risk for both boys and girls include loss of parents, particularly the mother, and children who are not closely tied to the head of household, either because

⁸⁴ Ibid.

⁸⁵ USAID, 2014b.

⁸⁶ Higher Institute for Population Sciences of the University of Ouagadougou. 2013.

⁸⁷ DFID, No date.

⁸⁸ DFID, No date.

⁸⁹ USAID, 2015.

⁹⁰ RDC, Rapport d'état du système éducatif national, Pour une éducation au service de la croissance et de la paix, December 2014

⁹¹ Higher Institute for Population Sciences of the University of Ouagadougou. 2013.

⁹² Higher Institute for Population Sciences of the University of Ouagadougou. 2013.

they are not related or their parents are not a head of household—as they are often treated as slaves.⁹³

Enrollment and Completion Rates

While accessing and completing a quality education is a challenge for many children in the DRC, school enrollment indicators have improved over the past decade. Currently, 15 percent of women and 4 percent of men age 15-49 have no education. In contrast, 48 percent of women and 74 percent of men have secondary or higher education.⁹⁴ In 2013, the primary school enrollment ratio for girls was 107 percent and 119 percent for boys, compared to 83 percent for girls and 102 percent for boys in 2007.⁹⁵ Rates of completion, though increasing, remain low. Only 65 percent of girls of primary school age enroll in the final year of primary school (up from 44% in 2007), compared with 80 percent of boys (up from 65% in 2007).⁹⁶ In addition, 27 percent of girls compared with 35 percent of boys who start primary school successfully complete the exit exam. As previously noted in Table 5, the GDI highlights that females have 8.4 years of expected schooling versus males' 10.9 years; the mean years of school for females is 2.1, half that of males (4.1).⁹⁷ Only 14 percent of girls and boys receive the school-leaving certificate without repeating a year.

Religion and the Education System

Religion plays a dominant role in shaping the social and gender norms of Congolese society, even within the education system. The powerful religious networks in the country tend to reinforce and promote traditional gender norms; they also remain male dominated, with women generally disallowed from leadership positions.⁹⁸ The DRC's education system and public schools, which are controlled by the state, include 1) schools managed by the government—the *non-conventionnées* and 2) schools managed by the religious networks—the "*écoles conventionnées*."⁹⁹ The *écoles conventionnées*, attended by nearly 75 percent of Congolese primary school students, are managed by the church while also recognized as public schools. A small percentage of these schools are single-sex. Religious structures in the country yield a lot of power and they maintain administrative structures that, while linked to the GDRC structures, are not integrated. For example, as one report states "the state pays teachers and administrative staff but relationships are ambiguous."¹⁰⁰

This has therefore contributed to the "dual nature of education management" that makes accountability and efficiency within the public school system a challenge for the GDRC. This duality

⁹³ Higher Institute for Population Sciences of the University of Ouagadougou. 2013.

⁹⁴ DHS 2013-14

⁹⁵ Gross enrolment ratio (GER) can exceed 100% due to the inclusion of over-aged and under-aged students because of early or late school entrance and grade repetition. The World Bank DataBank. *Gender Statistics for the DRC*. Retrieved at: databank.worldbank.org

⁹⁶ The World Bank DataBank. *Gender Statistics for the DRC*. Retrieved at: databank.worldbank.org

⁹⁷ UNDP, 2014.

⁹⁸ Swedish Embassy, et al, 2014

⁹⁹ Global Education First Initiative and Good Planet Foundation, 2013.

¹⁰⁰ DFID, No Date.

impedes efficiency and accountability in the system.¹⁰¹ Additionally, the high rate of education from these institutions may be a major barrier to the promotion of gender equality within the education system. Religious education may promote and perpetuate rigid and unequal gender norms that harm both girls and boys.¹⁰² However, as non-state structures that are closer to communities, religious institutions can sometimes also offer opportunities for shifting attitudes and norms.¹⁰³

School-related Gender-Based Violence

School-related gender-based violence (SRGBV) refers to any form of violence or abuse that is based on gender stereotypes, gender norms or that targets students based on their sex. It can occur on school grounds or en route to or from schools, and can affect both boys and girls. It includes, but is not limited to, rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and verbal harassment. It is estimated that globally 246 million boys and girls suffer from SRGBV, and that one in four girls do not feel safe or comfortable going to school.¹⁰⁴

While national rates of SRGBV in the DRC are unavailable—and variances between schools occur—schools are generally unsafe for girls and boys who are victim to discrimination and sexual abuse (girls, predominantly) or other physical abuse (boys, predominantly). Girls and boys have reported that only half of male students and no female students consider the classroom to be safe.¹⁰⁵ In schools with unisex toilets, girls avoid the bathroom to prevent becoming victims of SRGBV.¹⁰⁶ In a few studies that focus primarily on the Katanga region, it was found that SRGBV is primarily an issue for girls, with male teachers and male students most often the perpetrators of violence, and other men in the community known to harass, and sexually and physically abuse students. Examples of sexual violence included “touching female students’ breasts and bottoms, soliciting sex, using profane and sexually explicit language, looking up girls’ skirts, looking at them when they used the bathroom, and in some cases rape.”¹⁰⁷

A USAID baseline study conducted in 2010 found that in the Katanga region, many students reported severe punishments that made them stay away from school. Girls reported physical abuse en route to and from school and during recreation. They additionally found frequent reporting of sexual threats by both teachers and students, with both primary and secondary school girls reporting sexual advances and inappropriate touching by male students and teachers.¹⁰⁸ Female students also noted

¹⁰¹ DFID, No Date.

¹⁰² USAID, 2014b.

¹⁰³ DFID. Situation Analysis of Women and Girls in DRC and Development of a Gender Strategy and Action Plan for DFID DRC. April-June, 2012.

¹⁰⁴ UNGEI. *End School-Related Gender-Based Violence (SRGBV), infographic*. Undated. Retrieved at: http://www.ungei.org/news/files/ENGLISH_SRGBV_INFOGRAPHIC_NOV2014_FINAL.pdf

¹⁰⁵ USAID. *Empowering Adolescent Girls To Lead Through Education* (Eagle). Year 1 – June 25, 2013 to June 24, 2014. 2014c.

¹⁰⁶ USAID, 2014c.

¹⁰⁷ USAID, 2014b.

¹⁰⁸ Katizin, E. *Intervention and Results of Combating School-Related Gender-based Violence in Democratic Republic of Congo*. PowerPoint

psychological abuse more frequently than males, which, according to the analysis, “either means that they are more often the victim, or that they are more perceptive of it than their male counterparts.”¹⁰⁹ Additionally, teachers may use their power to coerce female students into exchanging sex for a passing grade. In some cases, it has been reported that should a student refuse, she may be subject to abuse and cruel treatment in class or a failing grade.

Male students are often more likely to be victims of corporal punishment by teachers. Examples of such physical abuse included “hitting, slapping, flicking, and whipping, making students kneel for long periods of time, and excessive labor, such as carrying bricks for teachers’ houses and cleaning bathrooms with their bare hands.”¹¹⁰ Mistrust of the system and the lack of credibility students receive from parents and school officials, leads to rare reporting and documentation of SRGBV.

Cost of School

The cost of school in one of Africa’s poorest countries remains a primary barrier to staying in school or enrolling at all. The high direct cost (school fees) and indirect costs (e.g., transportation, uniform, other supplies) often means that families cannot afford to send all their children and usually they prioritize educating the boys. Girls are more likely to be kept home to help with household and agricultural tasks,¹¹¹ likely due to the perception that girls provide a family little return on the financial burden of sending them to school. Girls typically marry in their adolescence, leaving their families to become part of their new husband’s family; additionally, they oftentimes provide the family with a bride price as financial incentive for marriage. Boys, conversely, are expected to support the family as they mature.¹¹² One report states that boys sometimes make girls pregnant when they are unable to pay the bride price, so that they will be allowed to stay together without payment.¹¹³ However, this appears to be changing, as society is beginning to value education more. One study reported that the bride price for an educated girl is higher than that for an uneducated girl, giving parents financial motivation to send their daughters to school, and keep them enrolled.¹¹⁴ While promising, this will take time to see if it is reflected in the data.

Out-of-school Work

Another indication that the cost of school may be prohibitive or a concern for families is the high rates of involvement in out-of-school work for both boys and girls generally, and both boys and girls who are in and out of school. Girls who are not in school are generally more likely than boys to be working. This is particularly true in rural areas (16.4% of girls versus 12.5% of boys), in homes with incomes less

Presentation. No Date. C-Change and USAID. Retrieved at: https://www.c-changeprogram.org/sites/default/files/B6_School_GBV_DRC.pdf

¹⁰⁹ USAID, 2014b.

¹¹⁰ USAID, 2014b.

¹¹¹ SIDA, 2009.

¹¹² SIDA, 2009.

¹¹³ SIDA, p. 36, 2009.

¹¹⁴ USAID, 2014b.

than \$50 per month, homes with a female head of household, and homes where the head of household has not been educated beyond the primary school level.¹¹⁵

It is important to note that while money and the cost of school (as discussed in the cost of school section) is a major barrier to education for both boys and girls, out of school work does not appear to be a major cause of school dropout. It has been found that children who are involved in out of school work are also mostly in school, and this remains constant throughout primary and secondary school.¹¹⁶

Urban, Rural, and Wealth Variations

In general, children living in urban areas have an educational advantage and better educational outcomes. They generally have access to educational opportunities, such as early childhood programs and proximity to primary and secondary schools, and are more likely to complete primary and secondary school.¹¹⁷ In the DRC, children in urban areas have better opportunities, as only 2 percent of the richest quintile face extreme education poverty compared to 26 percent of the poorest quintile,¹¹⁸ and 79 percent of students who drop out of school are from rural areas. Those with more than a 50 percent risk of dropping out come from Province Orientale (15.2%), Katanga (14.7%), Bandundu (13.1%) and Equateur (10.1%), regardless of sex and other variables. In regards to gender, shifts in gender norms due to modernization are apparent in urban settings. For example, according to a 2012 USAID gender analysis, "[u]rban youth commonly say that women and men are equal in education and work," however "it is considered crucial to masculinity that men are head of the family; women do not seek fully equal partnership, though they may aspire to share in decision-making."¹¹⁹

Marriage and Pregnancy

Marriage, and early marriage, is often cited as a primary reason for girls' leaving school and not continuing education. According to the Family Code of 1981, girls can legally marry at 15 and boys at 18.¹²⁰ However, according to the Law on Child Protection, early marriage for children (those under 18 years old) is forbidden.¹²¹ Nearly 40 percent of Congolese men and women under the age of 18 are married. According to the latest DHS data, 37 percent of women aged 20-24 and 6 percent of men were married before the age of 18. The highest rate of marriage for Congolese under 18 year olds is in Katanga at 50 percent.

According to a study on out-of-school children in the DRC, 0.08 percent of in-school girls ages 12-17 are married, versus 9.0 percent of out-of-school girls. The nationwide study found that, on average,

¹¹⁵ Higher Institute for Population Sciences of the University of Ouagadougou. 2013.

¹¹⁶ Higher Institute for Population Sciences of the University of Ouagadougou. 2013.

¹¹⁷ UNICEF. *State of the World's Children: Children in an Urban World*. 2012. Retrieved at: http://www.unicef.org/iran/SOWC_2012-Main_Report_EN_13Mar2012.pdf

¹¹⁸ Ackerman, et. al, 2013.

¹¹⁹ USAID, 2012.

¹²⁰ USAID, 2012.

¹²¹ Retrieved at: <http://www.ilo.org/dyn/natlex/docs/SERIAL/84828/94647/F1949034568/Protection%20de%20l'enfant%202.pdf>

marriage was mentioned in 3.3 percent of dropout cases; this ranged from 10.2 percent in Manimena, 8.0 percent in Kasai-Occidental and 7.6 percent in Kasai-Oriental to 0 percent in Bas-Congo, and less than 3 percent in North and South Kivu, Equateur and Katanga. The study concludes, “Even though marriage may occur after leaving school and may not necessarily be the reason for drop-out, this high proportion of married girls among girls out of school suggests effects of early marriage as one reason why girls drop-out.”¹²² (See Annex 3 for more details).

Pregnancy is a major barrier to continuing education as pregnant girls, by school policy, are barred from continuing their education.¹²³ This is in contradiction to the government’s Law on Child Protection (2009), which guarantees pregnant girls the right to resume secondary education.¹²⁴ Nationally, pregnancy was mentioned by 3.9 percent of those surveyed as a reason for girls dropping out of school. This ranged from 0.1 percent in Kasai Occidental, 0.8 percent in South Kivu and 2 percent in Kasai Oriental and Kinshasa, to 5.8 percent in Bas Congo, 11.7 percent in Bandundu and 11.6 percent in Maniema. (See Annex 3 for more details). Another study found that in Bas Congo, many of those surveyed stated that girls’ education was critical to preventing early pregnancy; early pregnancy was described as a “major social problem.” However, preventing early pregnancy was primarily seen as the women’s responsibility, as study participants did not prioritize educating men on how to prevent unplanned pregnancies, “believing them to have natural, uncontrollable sexual urges.”¹²⁵ Pregnancy was not identified as a reason for not-attending school.

Worth mentioning are the cases of young girls who become pregnant due to economic disadvantages, a situation which is specifically flagged in the DRC as “filles-meres” (girl mothers). These young girls can often be found in mining areas where they may have succumbed to prostitution, in urban areas where they might search for better circumstances and are without family support and in conflict zones where they are victims of force¹²⁶.

Institutional Context

“Educational institutions are shaped by the societal forces that perpetuate gender-based discrimination; yet, they can also be essential tools to effect great change throughout a community or social context. [They are] both a result of external forces and instrumental to perpetuating or alleviating gender disparity around the world.”¹²⁷

The Constitution of the DRC addresses gender through women’s rights specifically in Articles 5, 14 and 15.¹²⁸ Other instruments that are important to note include the Family Code of 1981, which reinforces

¹²² Higher Institute for Population Sciences of the University of Ouagadougou. 2013.

¹²³ USAID, 2014a.

¹²⁴ Retrieved at: <http://www.ilo.org/dyn/natlex/docs/SERIAL/84828/94647/F1949034568/Protection%20de%20l'enfant%202.pdf>

¹²⁵ Swedish Embassy, et al, 2014.

¹²⁶ DFID and Social Development Direct, No Date.

¹²⁷ UNGEI, 2012.

¹²⁸ Ibid

the notion of the husband as head of household; the Law on Child Protection (2009), which guarantees pregnant girls the right to resume secondary education and forbids child marriage; Convention on the Elimination of Discrimination Against Women (CEDAW); the National Policy on Gender; the National Strategy Against Sexual and Gender-Based Violence; and the Law on Sexual Violence (2006). The Ministry of Gender, the Family and Children (MGFE) is in the process of revising the National Policy on Gender Equity and the National Strategy Against Sexual and Gender-Based Violence, with efforts to ensure the latter addresses the issue beyond the conflict in Eastern DRC, has not been able to ensure either policy is ratified by the parliament¹²⁹. Additionally, government institutions are typically believed to be gender biased, both excluding women from access to jobs within the institutions and ignoring women's needs in policymaking.¹³⁰ The Mobutu regime (1965 to 1997) was said to, at times break traditional gender norms, but largely "systematically excluded women from decision-making in the public sphere."¹³¹ Women in government are subject to pressure to promote women's issues, but often lack the leverage to do so.¹³²

As of August 2015, the MGFE, the Ministry of Decentralization and local NGOs have launched the Guidelines for the Integration of United Nations Security Council Resolution (UNSCR) 1325 and UNSCR 1820, both of which address women and conflict into local development plans. These will help to support the implementation of the National Action Plan (NAP), as well as reinforce collaboration between national and local actors and NGOs.¹³³ Additionally, the government has established gender focal points in all the provinces to support implementation of the National Policy on Gender. There is a model Gender Committee working in South Kivu in Bukavu that may be replicated in all provinces, but local groups have expressed frustration that policies developed at the national level tend to dissipate once they reach local actors. In a meeting with the Provincial Division Head for the MGFE in Katanga, it was confirmed that the role of the Province is to sensitize the population on gender issues. The Official stated that there are gender focal points in each of the schools within her target zone; however, she expressed some challenges in communicating with those focal points in the interior regions of the country where it is difficult and time-consuming to travel. While she and her team are able to do capacity building in schools located closer to her offices, those in the interior areas fall behind.

In terms of the international donor perspective, there has been a gradual shift from developing programming focused solely on addressing SGBV issues in the conflict zones to developing more socio-economic programming to address gender-related issues on a wider scale across the country.¹³⁴ Additionally, a government-donor thematic working group on gender initiated by DFID, as well as

¹²⁹ Swedish Embassy et al, 2014.

¹³⁰ Swedish Embassy, et al, 2014.

¹³¹ SIDA, 2009.

¹³² Swedish Embassy et al, 2014.

¹³³ <http://www.gnwp.org/news/drc-launches-its-localization-guidelines-unscr-1325-and-1820>

¹³⁴ DFID and Social Development Direct. 2012

another informal gender working group, has made progress in terms of identifying areas for advocacy.

The instability and lack of control of the government over the provision of education—exemplified by the aforementioned two pillar approach to the education system, where the state and religious networks run parallel schools—is a barrier to the achievement of gender equitable educational outcomes. The USAID DRC Gender Assessment noted that a primary responsibility of the government is to collect, compile and forward data from the local to national levels. Although data is not typically sex-disaggregated, this data should be used for strategic decision-making and budget recommendations. However, the study found, only Senior Provincial administrators are expected to analyze and discuss the data. This means that education departments have little knowledge of the outcomes of the areas they are responsible for. Should education departments be gender-educated, they are unable to push for the critical implementation of sex-disaggregated data.

At the local level, school administrators and parents work together through Parent-Teacher Associations (COPAs). Congolese law mandates that local-level community governance structures (COGEs) be representative of the community with an emphasis on female participation. Women are often nominated to be the treasurers of COPAs because communities assert that women manage money more responsibly. These groups have resulted in school infrastructure and improved safety for girls as well as examples of female empowerment and positive role modeling for youth.¹³⁵

Gender-sensitive Initiatives and Projects to Improve Education

There are multiple recent and ongoing initiatives taking place in the DRC that work to improve education quality and outcomes that actively address gender in their programming. As noted in the implementation strategy, ACCELERE! will work with several of these initiatives to leverage its activities, both collaborating where appropriate and at times, filling in the gaps with programs that need their support. Below is an overview of some of these initiatives in the DRC. The gender team was able to meet with several of these partners to discuss approaches and examine ways that the ACCELERE! project can collaborate with them. Relevant takeaways from these meetings are indicated in italics below.

- Let Girls Learn: A United States Government-wide initiative that encourages and supports community-led solutions to reduce barriers that prevent adolescent girls from completing their education. USAID's EAGLE (Empowering Adolescent Girls to Lead through Education) Project is the DRC's Let Girls Learn Initiative.¹³⁶
- Valorisation de la Scolarisation de la Fille (VAS-Y Fille!): Managed by International Rescue Committee (IRC), this DFID-funded project focuses on girls' education in grades 3, 4 and 5, as

¹³⁵ USAID, 2014a.

¹³⁶ For more information: https://www.whitehouse.gov/sites/default/files/image/files/let_girls_learn_fact_sheet_03032015.pdf

well as girls entering the first year of secondary school in five provinces of the country where girls' school enrollment is lowest: Bandundu, Equateur, Kasai Oriental, Katanga and Orientale Province. It focuses on the following areas related to girls' enrollment in school: (i) increased parental financial capacity (through its EA\$E savings and loans programs); (ii) improved girls' reading and math skills, including teacher development programs and after-school tutoring; (iii) increased community involvement with gender sensitization campaigns and gender-focused SIPs; and (iv) civil society engagement in helping girls who have abandoned school engage in Accelerated Learning Programs to complete primary school. It features partnerships with Trust Merchant Bank and Airtel. It hopes to impact the learning of nearly 60,000 girls, particularly reading and math skills.

- *VAS-Y Fille! includes approaches for increasing school enrollment and keeping girls and boys in school that are also utilized by ACCELERE!, particularly in regards to its approaches to addressing the issues specific to girls' education.*
 - *As the ages of the project beneficiaries (girls in grades 3 and 4, in particular) overlap with the ACCELERE! project beneficiaries, many of the materials used in the VAS-Y Fille! project can be additional resources for the ACCELERE! project. The Acting Program Director stressed the success of working with predominantly female facilitators in its training approach with the girls as a means to emphasize female leadership and female role models.*
 - *All of the schools associated with the program have rehabilitation activities around school safety which offer a unique advantage in terms of making schools gender equitable.*
- USAID Opportunities to Equitable Access to Quality Basic Education (OPEQ): Managed by IRC, this 5-year project (started in 2010, with the potential to be extended this year) targets more than 500,000 girls, boys, young women and young men in Katanga Province, North Kivu and South Kivu, and Maniema. It works to (i) build the institutional capacity of the Ministère de l'Enseignement Primaire, Secondaire et Professionnel (MEPSP), including in-service teacher training and coaching, (ii) to strengthen participation by communities in equitable access to education and (iii) provide non-formal, vocational and livelihoods training to out-of-school youth.
 - *OPEQ includes approaches for increasing school enrollment and keeping girls and boys in school that are also utilized by ACCELERE!*
 - *All of the schools associated with the program have rehabilitation activities around school safety which offer a unique advantage in terms of making schools gender equitable,*
- USAID Empowering Adolescent Girls to Lead through Education (EAGLE): Implemented by FHI 360 (2013-2018), EAGLE is working in 54 peri-urban primary and secondary schools in Kinshasa

and Lubumbashi to specifically offer access to boys and girls to school through scholarships, build their capacity to take the primary school exit exam, offer gender-sensitive pedagogy to teachers, reinforce girls' leadership, address SRGBV, and find ways to make schools safer.¹³⁷ See *Let Girls Learn* (above). The project targets 5th and 6th grades, as well as 1st and 2nd year secondary school students, thus, their beneficiaries in formal school are slightly older than those of the ACCELERE! Project. The project describes itself as using "a holistic approach to address the complex factors that affect the ability of girls in the Democratic Republic of Congo (DRC) to stay in school and improve their lives."¹³⁸

- *The EAGLE Spider Activity is useful for examining the safety of a child's environment both on the way to and at school.*
- *When considering girls' access to school, in particular, one of the crucial concerns surrounds the availability and access to latrines. The EAGLE representative mentioned there were a number of school requests surrounding access to latrines, but the project has not been able to do toilet construction or rehabilitation yet due to its limited contractual mechanisms. EAGLE is looking into the possibility of providing latrine building through its small grants activity, since half of schools priorities latrines based on findings of the gender analysis and their own needs assessments. ACCELERE! team acknowledged that it could "fast-track" EAGLE schools for grants to rehabilitate latrines in those schools located in the areas where both projects are working.*
- *There are multiple needs in addition to latrines, such as building schools walls (gangs and street people invade, destroy property, and aggress children), school desks (students are sometimes sitting on dirt floors, especially hard for girls in skirts; or they are crowded 4 to a desk), etc. EAGLE welcomes ACCELERE!'s collaboration.*
- *The EAGLE project has already held several activities related to training COPAs and COGEs on gender-related issues, creating awareness of the importance of addressing these issues in their target communities. The EAGLE representative mentioned that their team now knows "90 percent of the communities" in which they are engaged. The representative offered her team's assistance, contacts and approaches to the ACCELERE! project staff in those communities where both projects work. The ACCELERE! Team acknowledged that it would be fruitful to meet with the EAGLE staff to closely examine mutual school target areas and take advantage of the pre-existing contacts and insights developed thus far in the EAGLE program.*
- *The EAGLE project has used existing USAID materials, including the Doorways series and the C-CHANGE materials to great success in their project. For C-CHANGE, they*

¹³⁷ USAID/DRC EAGLE Annual Report, Y1, June 25, 2013-June 24, 2014.

¹³⁸ EAGLE ANNUAL REPORT YEAR 1.

especially remarked upon the effectiveness of the carton rouge/red card approach to positive discipline in the classroom. The ACCELERE! team will make use of these materials and adapt them appropriately for its target age groups, as these materials are generally targeted to an older age group. It will work in close collaboration, as necessary to learn further from the EAGLE project's approach to adapting existing materials to their specific contexts and age-levels.

- Room to Learn: Launched in 2013, Room to Learn is Goal 3 of USAID's education strategy. Through this initiative, USAID in the DRC—a USAID target country—aims to improve equitable access for nearly half a million students and aims to improve education quality for nearly 2 million students.¹³⁹
- Girl Rising/ENGAGE (Empowering Next Generations to Advance Girls' Education): A public-private partnership that uses individual storytelling, community theatre, community radios, and community engagement to close gender gaps in education, and improve the lives of girls around the world. It provides a stimulating forum for discussion and a way to access sensitive topics that might otherwise be hard to acknowledge. In the DRC, the program targets government leaders, teachers, students, and community members to address barriers that girls face to access education.¹⁴⁰
 - *The project is scheduled to end in June 2016 but may receive a no-cost extension. This project provides an opportunity for ACCELERE! to capitalize on the messaging and sensitization concerning the importance of enrolling girls in school.*
- UNICEF – DRC: UNICEF focuses on health, education, nutrition, child protection, water, sanitation and hygiene, and multi-sectoral humanitarian response. Gender equality is considered a cross-cutting strategy by the DRC Office and is mentioned as a foundational pillar for their programming.¹⁴¹ It is responsible for developing a broad array of sensitization campaigns regarding keeping girls in school and has also led campaigns with other donors to advocate for the *gratuite* (free) approach to education (School Fees Abolition Initiative)¹⁴² and began a study in Katanga Province to reinforce the concept of *gratuite* and teachers' pay. In the past, UNICEF's program on child-friendly schools in the past has afforded schools the opportunity for cleanliness and rehabilitation, including a WASH (Water, Sanitation and Hygiene) approach, but has unfortunately diminished in the last few years due to lack of funds. UNICEF also works in the area of child protection, attempting to address the needs of

¹³⁹ For more information: <https://www.usaid.gov/what-we-do/education/educating-children-and-youth-crisis-and-conflict-situations/room-learn>

¹⁴⁰ For more information: <https://www.usaid.gov/what-we-do/gender-equality-and-womens-empowerment/engage-partnership>

¹⁴¹ UNICEF WCARO (West Central Africa Regional Office) DRC Country Office Annual Report, 2011.

¹⁴² UNICEF has found that since the *gratuite* approach is not implemented throughout the country, parents in urban and semi-urban areas, where schools require payment, have taken to sending their children to family members in the interior parts of the country, where schools continue to be free.

vulnerable children, especially in mining areas of the country. UNICEF prides itself on working closely with the government to help drive all its activities.

- *UNICEF is especially engaged with the government's Communication Task Force, comprised of religious leaders, youth and community actors, to promote education-related messaging to communities, including those involving children's school enrollment, girls' school enrollment, children's rights, issues on sexual violence, etc. There is an opportunity for ACCELERE! to capitalize on UNICEF's messaging and sensitization campaigns as they relate to gender barriers to school access.*
- *While it is unclear whether UNICEF takes a particularly gender-sensitive approach in developing its classroom materials, it has produced a guidebook "Promoting Gender Equality through UNICEF-supported Programming in Basic Education" which suggests it does consider gender to be an important part of its overarching concerns towards basic education. Since UNICEF has already been engaged in developing classroom materials in Swahili and French, in collaboration with the government, it would be useful for the two programs to discuss curriculum materials.*
- United Nations Girls Education Initiative (UNGEI): A partnership of organizations committed to narrowing the gender gap in primary and secondary education. In the DRC, the partnership—known as 'Accélération de l'éducation des filles' (Acceleration for Girls' Education)—is addressing issues related to access and education quality.¹⁴³
- United Nations Population Fund (UNFPA): It is not within the scope of ACCELERE! to directly address health-related educational interventions that can directly impact on girls' ability to stay in school. However, UNFPA, as noted by UNICEF, does have Adolescent Reproductive and Sexual Health (ARSH) programs.
 - *Unfortunately, the gender team did not have time to meet with the UNFPA in Lubumbashi but it would be worthwhile for the project to also engage this UN-related organization.*
 - *UNFPA's ARSH programs could prove beneficial to the adolescents engaged in ACCELERE!'s ALP, CAP/CAR activities, and perhaps even at a basic education level.*

Below is a Table of Comparison showing three education programs that have similar approaches to the ACCELERE! project, in an attempt to quickly assess areas where the project can leverage existing activities or seek to fill existing gaps.

Table 3: Comparison of Three Education Projects in the DRC

¹⁴³ For more information: <http://www.ungei.org/index.php>

Indicator	VAS-Y Fille!	EAGLE	OPEQ
Teacher Training (Core subjects)	X	X	X
Teacher Training (Gender-sensitive)	X	X	
Improving girls reading and math skills	X		
Capacity on children's rights and safe schools training	X	X	X
Establish SRGBV focal points in schools	X (in process)	X	
Train faculty, parents and leaders on SRGBV prevention	X (in process)	X	
Establish SRGBV Codes of Conduct	X (in process)	X	
Positive Discipline	X	X (C-CHANGE)	
Teachers' Code of Conduct	X	X	
Youth Clubs	X	X	X
Renovating schools/building latrines	X		X
Girls Leadership and Critical Thinking Camps		X ¹⁴⁴	
Working with civil society to provide alternative learning opportunities for out-of-school girls to complete primary	X		X
Girls Life-Skills Mentoring and Secondary Education Motivation	X	X	
Community Capacity-building through Literacy	X ¹⁴⁵		
Peer Mentoring			
After-School Tutoring	X	X	
Training community/healthcare providers in ARSH			
PTA Civic Education in the Community	X		X
Work with Communities on adolescent needs awareness		X	
Supporting PTAs in School Management	X		X
Sensitizing PTAs to the issues surrounding SRGBV	X	x	
Develop media campaigns to create greater awareness around SRGBV	X	x	
Expand literature on gender-sensitive issues (comic books)	X ¹⁴⁶	X	
Increasing financial capacity	X ¹⁴⁷		
Build capacity on referral networks for SRGBV	X (in process)		
Grants to schools to make them safer and more gender equitable	X	X	
Scholarship Program	X	X	

NOTE: VAS-Y Fille! schools and OPEQ schools in Katanga intersect. There are 205 schools in total in this region, which are working with the implementing partner International Rescue Committee, of which 133 are specifically VAS-Y Fille! dedicated schools. Therefore, programs implemented in those schools share both VAS-Y Fille! and OPEQ affiliations. The 72 non-VAS-Y Fille! schools do not benefit from VAS-Y Fille! programming.

Potential Impact of ACCELERE! on Communities

As a project begins to take gender-sensitive approaches into account and to develop activities that promote such approaches, there may be intended or unintended consequences that develop as a result. It is important to attempt to anticipate these consequences to ensure that the team can respond quickly and responsibly in order to maintain the trust of the stakeholders and communities in which they work. These concerns should be considered and potentially addressed at the beginning of a

¹⁴⁴ Only in Y2 (Kinshasa and Lubumbashi)

¹⁴⁵ (Literacy Boost Reading Program)

¹⁴⁶ Not necessarily comic books.

¹⁴⁷ EA\$E Savings and Loan Program

project activity.

As mentioned in the implementation strategy, we have suggested that the project continuously monitor all interventions, particularly gender-responsive initiatives or initiative components to ensure they do not create or increase risk for girls, boys, women, or men. Unintended consequences or issues should be promptly addressed.

To better help the project team monitor the effects of their interventions, we have developed a number of questions related to each project environment (See Annex 5). They are meant to provide a starting point from which a discussion can develop to give technical staff some guidelines to consider and questions to ask during program development. We hope these questions will stimulate concern for gender implications of programming and become automatically adapted as part of the program cycle planning throughout the course of the 5-year project.

Whether during quarterly planning sessions, at the start of a specific project activity, while training new cohorts, or when addressing issues encountered during the course of work, it is beneficial to reflect on the potential consequences of new activities and acknowledge and respond to gender considerations as well. It is not always possible to plan for all potential risks and reactions, but it is always useful to examine contingencies and plan accordingly.

In order to ensure effective community mobilization and school standards approaches, ACCELERE! should consider conducting additional inquiry, particularly through focus group discussions in schools and communities in both rural and urban areas. Any additional or unanswered questions may be addressed in the project's Operations Research Agenda.

Guiding Principles

Based on findings from the gender analysis and knowledge shared from relevant gender-sensitive projects and initiatives, the following guiding principles presented for consideration help ensure that the development and implementation of ACCELERE! increases gender equality in the project target areas. These guiding principles inform the creation of the gender implementation strategy and all subsequent work to address gender in Activity 1 of the ACCELERE! project.

- A successful gender approach addresses roles and attitudes of boys and men, not just girls and women. For ACCELERE!, this will mean engaging boys just as much as girls, for their own sake as victims of stereotypes and violence and for their roles as agents of change to improve the wellbeing of girls as well. Fathers also have critical influence on both their sons and daughters, and in their relationships with their wives and other women serve as either positive or negative models. For this reason, achieving gender equality and equal achievement in schooling in particular, the project must integrate work on masculine norms and men's role in being able to

shift gender norms as part of activity design and implementation. Given also that women's empowerment programs have been met with resistance and seen as an "affront to [men's] masculinity and power",¹⁴⁸ this is particularly critical in the DRC.

- Identify male "champions" in schools, communities, and within education administration to help you to achieve gender equality and female empowerment goals. Identify men who are more disposed towards promoting women and girls in their own families, and as part of their work. These men might also be useful when doing focus groups to help manage the feelings of other men in the group who might feel uncomfortable in these discussions, or and to bring other colleagues along towards the gender equality mission.
- Preventing SRGBV must be a priority and promising practices as learned in the DRC and elsewhere must be brought to bear and further tested for successful, focused initiatives to achieve this. Identified as a major barrier to girls' ability to get to school and feel safe in the classroom, and thereby consistently attend school, there is no time to waste in addressing SRGBV in ACCLERE!'s target schools, and a wide variety of existing tools and best practice should be marshalled. This includes adapting and using the Doorways manuals and other resources from projects like USAID's C-Change Project implemented in Katanga Province. Gaps in knowledge or challenges encountered applying these approaches during ACCELERE! should be addressed in the project's Operations Research agenda.
- Use non-traditional opportunities to promote women's empowerment. Congolese law mandates that local-level community governance structures, such as PTAs, be representative of the community with an emphasis on female participation. Women are often nominated to be the treasurers of PTAs because communities assert that women manage money more responsibly.¹⁴⁹ Exploiting and further encouraging these changing perceptions of gender roles I ACCELERE's work with communities form an excellent basis for expanding female empowerment and gender equality.
- Project work on gender will need to be at the individual, community, institutional and national level order to be successful - as has been shown with the Safe Schools model. This means working with the slate of individuals working in schools - teachers, directors, and students themselves - as well as the community of parents and other members of the the school's village or town who have an impact on the ways girls and boys are treated and think about themselves. Work at this level must be supported by institutional changings within the education administration and religious networks, and by policy at the national level and the

¹⁴⁸ USAID, 2014b.

¹⁴⁹ USAID, 2014a.

encouragement of the application of policy by national leaders.

- A successful gender strategy will include on-going assessment of gender indicators and consultation both internal and external to the project. This means establishing processes and tools for reviewing progress, conducting additional inquiry as needed when faced with implementation challenges related to gender, and using this information to adapt for greater success.
- It is critical to be a key part of the ongoing conversation on gender and schooling in the DRC, by contributing and acquiring new learning with all key actors. This will ensure better programming across the board, and will also ensure that the gender approaches are consistent on a national level and there is more collaboration and awareness of activities on the ground between donors and the government.

GENDER IMPLEMENTATION STRATEGY

Introduction

Program activities and messages are determined by, and in turn have the potential to affect the contextual factors and gender-related norms and relations from the individual to national level. Therefore, gender must be explicitly considered in all education programs, and it is particularly important for achieving the objectives of the ACCELERE! project. For this reason, we will need to apply an integrated gender lens in order to identify and respond to gaps and opportunities during project planning, implementation, M&E, and reporting process where issues related to gender have the possibility of either impeding or advancing results.¹⁵⁰

Based on findings from the gender analysis, a Gender Integration Strategy was created to enable ACCELERE! staff to ensure gender constraints are addressed and opportunities are leveraged to ensure optimal impact on project goals. This Gender Implementation Strategy addresses gender roles and relations at multiple levels and considers the varied contextual factors that drive outcomes for men and women, including discriminatory social norms. In particular, it strives to increase equitable opportunities for girls and boys as well as male and female educators and community members, by empowering women and promoting men as partners to shift cultural norms.¹⁵¹ Recommendations directly respond to relevant DRC policies and the DRC Country Development Cooperation Strategy (CDCS) objectives, as well as support the gender integration goals and policies of USAID and DFID. The project recognizes that further actions may be necessary to address other barriers identified in this analysis and those that may be discovered the course of implementation. Some of these may be further from that may be further from ACCELERE!'s immediate sphere of influence but the project will review additional potential strategies once work with stakeholders begins in earnest.

Actionable Recommendations

The Implementation Strategy provides actionable recommendations to address the barriers most salient to ACCELERE!'s goals and where ACCELERE! can have the most impact given its sphere of influence. Following the comprehensive framework for action on gender¹⁵² this includes addressing issues at the micro (individual, school, and community) level and the meso (sub-provincial and provincial level), while informing action at the macro (policy and central ministry) level through gender considerations integrated into the School Management and Performance Framework (under Result 3 of the project) and linkages to Activity 2 of the larger ACCELERE! project. The recommendations

¹⁵⁰ While often neglected, addressing gender through reporting contributes to the limited evidence base about what works for women and girls in DRC.

¹⁵¹ Community-based programming to promote behavior change and engagement of both men and women in long-term capacity building to address basic social and economic development needs have been recognized as crucial to reaching the roots of conflict and violence in the region. USAID 2014b.

¹⁵² Messner, Lyn, Sylvie Morel-Seytoux, Kai Spratt, and Abby Ladd. 2015. Beyond Access: Toolkit for Integrating Gender-based Violence Prevention and Response into Education Projects. Rockville, MD: USAID's Advancing the Agenda of Gender Equality (ADVANTAGE), Task Order 3.

included here are examples of some of the most important actions, and those that project can and should begin to implement starting now. The implementation plan chart that follows serves as a guide for how to do this, and resources available to do so effectively and efficiently.

As indicated in the ACCELERE! proposal, the project is encouraged to plan to conduct a gender analysis every year of the project. Even if conducted informally, a regular pulse check of the situation and any subsequent planning would be very useful to ensure ACCELERE! addresses all gender constraints and opportunities. In addition, sex-disaggregated and gender-sensitive data should be a part of all project M&E data collection, analysis, and reporting to make sure project activities are having the intended impact on gender constraints and opportunities.

Barriers within the Classroom

ACCELERE! will adapt and leverage existing resources to address barriers to equitable education within the classroom. For instance, the EAGLE project has produced highly effective classroom and school codes of conduct. ACCELERE! will introduce the EAGLE codes of conduct into schools, and ensure that members of the COPAs and COGES are familiar with its principles.

As noted in the Gender Analysis, there is an insufficient number of female teachers at both the primary and secondary school level. Although it is critical to address the male domination of schools at the macro level, it is difficult to recruit the large number of women teachers required due to the lack of women with the level of schooling and the time, family support and resources required to become a teacher. ACCELERE! should consider the Classroom Assistant Program used by the IRC in Sierra Leone to simultaneously provide role models for girls in school and help ensure that the classroom is a safe space.

Building on the work already done by other partners, teachers should receive gender awareness trainings and work towards promoting gender equitable norms in the classroom. These messages should be reinforced by gender equitable curriculums and other materials where, for example, students learn about the achievements of men and women, and see depictions of men and women in non-traditional roles. ACCELERE! may combine training modules on reading instruction with modules on gender-equitable classroom management adapted from the Doorways manuals (e.g. positive discipline techniques and equitable treatment of male and female learners) for teachers and ALs to ensure their instruction techniques are both effective and equitable.

Enrollment and Completion Rates and Out-of-School Children

At the meso level, it is recommended that ACCELERE! work closely with the office of the Provincial Division of the MFGE as well as the PROVED to find ways to collaborate, fill gaps, and mutually support increasing enrollment and completion rates for girls. When the project begins work in a new region, it

should take the time to establish a meeting with the provincial division head in the MFGE to do a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis and ask directly how they might best help achieve MFGE objectives.

The Ministry already identifies schools that are successfully addressing barriers preventing girls from enrolling and completing school, as well as those schools that need additional support. The project may name focal points in each province and sub-province who will work closely with the provincial divisions of the MFGE to replicate activities from schools that have increased their enrollment and retention rates for girls in those schools that require assistance. The team should work closely

At the macro level and meso levels, it is recommended that ACCELERE! advocate for flexible schooling options and repeated classes that will allow girls and boys to fulfil their responsibilities (including out-of-school work for income generation) without falling behind other students.

It is also recommended that the project apply a gender lens to its intention to work with local business leaders for apprenticeship opportunities, to encourage placements that go beyond traditional gender stereotypes, ensuring that youth enrolled in CAPS find gainful and sustainable employment on completion of their skills training programs.

School-related Gender-Based Violence

The project must employ a holistic approach to address SRGBV. At the micro level, using the Doorways Manual for Counselors, it is recommended that the project work with school/communities to develop not only a mapping of local resources and a referral system in cases of violence, but also a first-responder system to be able to manage incidents and negative trends at the most local level. Such a system will also act as back-up when local resources are unavailable or unwilling to help. For instance, the project might train two members of every COPA as "School Safety Champions" or focal points to whom children can report instances of SRGBV. These Safety Champions will serve as the first responders to the child's immediate psychosocial needs, having been trained for this purpose, and will trigger the referral system when possible to ensure continued care and support for the child.

ACCELERE! also must engage men and boys in SRGBV prevention and response, and to challenge harmful definitions of masculinity. As appropriate, communities working with the project may identify male "champions" in each COPA, school, and community. For example, the project may support male champions and boys groups to organize and implement SRGBV awareness raising events within the school and community settings.

At the macro level, as part of the annual report process, the project may include a mapping exercise to identify local organizations providing GBV services and share data or reports with target schools,

parent and teacher organizations, student organizations, and the MFGE at both the provincial and national levels.

Gender Implementation Plan Table

Organized using the activities as described in the work plan, as well as various programming phases (program design, implementation, M&E, and reporting), the ACCELERE! Gender Implementation Plan Table below provides key overarching priority areas. For each key priority area, specific actions, tools, and timeframes are recommended. Additionally, we have added a column that addresses why the recommendation is beneficial to the project and who is responsible for overseeing that component of the strategy. Specific relevant resources are noted, where appropriate, but a more comprehensive list of programs and resources/tools are provided in Annex 4. Please note that the team may need to adapt program approaches to different settings, as required, since gender issues are unique to certain geographic areas and groups within the same country. We have noted some context-specific suggestions, where appropriate, but this may need additional consideration and attention from program staff.

Activities	Tools and Resources	How it will benefit the program	Who is responsible	Timeline
Program Design				
Overarching considerations				
During the annual work plan process, ensure that an annual gender review of activities is completed to help the team identify areas for attention during the work planning process. This process will include a review sex-disaggregated data to identify where there is gender parity and where there are gender gaps in activities and to identify corrective action to increase gender parity.	See M&E-General Information and M&E-Indicators in Annex 4	The project will demonstrate commitment to gender and potentially addresses gender constraints and opportunities are leveraged for optimal impact on project goals.	COP, DCOP, technical leads, PTLs	Beginning of each project planning cycle
Consider biannual meetings or questionnaires sent on a quarterly or biannual basis to partners such as Let Girls Learn, Vas-y Fille!, EAGLE, Girl Rising, and other projects, which are currently being implemented by sharing information with partners specifically focused on gender in education. This will allow ACCELERE! and partners to stay up-to-date with the respective activities, results, challenges, and successes of implementing partners.		The information will help to monitor redundancies and encourage shared activities.	Gender Specialist, select program staff	On a biannual basis
Offer biannual meetings (or more frequently, as needed) to all partners engaged in the USAID/DFID ACCELERE! Project to address gender-related aspects of their activities and ensure coordination throughout the entire program.		The information will help to develop an integrated gender approach throughout the entire ACCELERE! project so that efforts are not duplicated and opportunities are not lost.	Gender Specialist, select program staff	On a biannual basis (or more frequently, as needed)
Document and share results, best practices, and lessons learned highlighting innovative methods and new publications/tools related to education and gender. The gender related results will be highlighted in every quarterly report and the annual report will include a section on best practices and lessons learned to address gender issues in education. Information on new tools will be published in project success stories.		Increase awareness of the project activities, create more buy-in from government and partners	Communications Officer, Gender Specialist, select program staff	On an ongoing basis, or as needed
Grants Management				
Work with the gender specialist to review grant materials, contracts, and agreements to ensure that the grant-making process includes gender-equitable and gender-sensitive language.		The project will demonstrate its commitment to gender in its project materials.	Grants Manager, Gender Specialist	Before the first call for applications
Consider having the gender specialist review the APS to identify any potential constraints to or opportunities for inclusivity.		The project will demonstrate its commitment to gender in its project materials.	Grants Manager, Gender Specialist	Before the first call for applications
Monitoring and Evaluation and Activity Design				

Activities	Tools and Resources	How it will benefit the program	Who is responsible	Timeline
Include relevant sex-disaggregated and gender-sensitive indicators in the M&E framework. Where possible, share the same set of relevant indicators with other projects. ¹⁵³	See M&E-General Information and M&E-Indicators in Annex 4	To demonstrate the progress of program activities, as they relate to gender.	Director of M&E, Gender Specialist	At the beginning of the project
Work to create a baseline where all person-level information is disaggregated by sex. After identifying gaps on how women and men participate in and benefit from project-related activities, develop project outcomes/targets to measure the success of project activities as they relate to gender equity.	See M&E-General Information and M&E-Indicators in Annex 4	To demonstrate the progress of program activities, as they relate to gender.	Director of M&E, Gender Specialist	At the beginning of the project
Prepare an annual progress report on the performance of gender-related interventions to assess whether girls and boys are equally benefiting from all project activities on an annual basis, in conjunction with the annual gender report.	See M&E-General Information and M&E-Indicators in Annex 4	To demonstrate the progress of program activities, as they relate to gender.	Director of M&E, Gender Specialist	Annually, after one year of implementation
Identify gaps where data indicate gender inequities or issues that exacerbate gender equity efforts and implement measures to address these, as appropriate. Proposed activities will respect and address overstretched workloads, and other commitments, including work outside of school, to ensure project activities don't overburden beneficiaries or stakeholders.	See M&E-General Information and M&E-Indicators in Annex 4; Sample Questions to Consider Related to Gender when Programming Activities in Annex 5;	To mitigate issues that might influence the project activities in a negative manner. To ensure that the project takes a holistic 'do no harm' approach when implementing activities.	Director of M&E, Gender Specialist, in collaboration with all project staff	As needed during project implementation, but at least in conjunction with quarterly reports
Continuously monitor all interventions, particularly gender-responsive initiatives or initiative components, to ensure they do not create or increase risk for girls, boys, women, or men; unintended consequences or issues should be promptly addressed.	See Gender Analysis, Assessment, and Audit Manual and Toolkit	To ensure that the project takes a holistic 'do no harm' approach when implementing activities. To conform to standards of good program management.	All project staff, in collaboration with Gender Specialist	Ongoing
Organizational Considerations				
Include a section on the progress of the implementation of the gender strategy in quarterly reports.	See M&E-General Information and M&E-Indicators in Annex 4	To see if strategy is working and make course corrections as needed.	Gender Specialist	Quarterly
Review activities related to gender to determine progress in gender-related activities on an annual basis.		To ensure that the project holds gender accountable at the highest levels.	COP, DCOP, PTLs, Gender Specialist	Ongoing
Ensure that responsibilities for implementing gender equality objectives are explicit in job descriptions, Scopes of Services, and Terms of References, for all personnel at every stage through the activity cycle.		To ensure that the project demonstrates its commitment to gender equity in its implementation of activities.	HR Manager	As needed

¹⁵³ Relevant indicators being assessed in USAID programs include net enrolment ratio for boys and girls in primary education; levels of gender disparity in primary and secondary education; and female and male citizen involvement with the government, private sector, and civil society organizations. In addition, an indicator to measure changes in perceptions on gender equality is being considered: as a proportion of targeted population CAP

Activities	Tools and Resources	How it will benefit the program	Who is responsible	Timeline
Conduct a gender audit on a yearly basis to determine if internal programming, operations and demographics include a gender equitable approach	Gender Analysis, Assessment, and Audit Manual and Toolkit	To ensure that the project demonstrates its commitment to gender equity.	Gender Specialist	Annually
Train all staff on the principles of gender integration and mainstreaming.	Compass Gender Training Manual	To ensure that all staff have a solid basis of understanding regarding the importance of integrating gender into the project's activities.	Gender Specialist/HO gender staff	Within the first two months of an office becoming operational
Ensure all gender-related reports, resources, and tools are accessible to all staff and departments.		To encourage staff to further their knowledge and understanding of gender concerns.	Gender Specialist	By the end of project start-up
Strategic Gender-related Approaches				
Foster women's leadership in community life, the workplace, and politics.				
Consider engaging the services of women's associations, such as REFED in Katanga, who have experience mobilizing communities around gender issues, to encourage women's participation and leadership.		To tap into the depth and breadth of local expertise and to provide role models for girls and women.	Community mobilization sub-contractor	As needed
When possible, offer leadership training and networking to women in the community and target women's participation in Parent-Teacher Associations [COPAs] and school board groups [COGES] (and suggest participation in various grassroots associations and civil society groups) which can serve to improve gender-sensitive policies as well as provide role models for girls.		To contribute to changing gender norms and provide role models.	Community mobilization sub-contractor	As needed
Engage men and boys in the community to constructively focus on gender equality and female empowerment.				
Engage men and boys in community activities. To ensure a holistic approach to addressing the deeply embedded gender norms of a community, it is crucial to engage and examine the responses of men and boys to help them face their own rigid gender roles, gain their support to upend harmful gender norms, and empower women and girls. Focus groups are an ideal setting for beginning these discussions and may be an important element when starting work in a new locality to ensure community buy-in.	See Sample Questions to Consider Related to Gender when Programming Activities in Annex 5; Engaging Men and Boys in Gender Equality; Men-to-Men Strategy Toolkit	To take in to account the important role that men and boys play in contributing to a shift in harmful gender norms, roles, and stereotypes.	Gender Specialist	As needed

Activities	Tools and Resources	How it will benefit the program	Who is responsible	Timeline
Before implementing an activity in the community, identify male "champions" in the communities in which you are working to ensure they will help you to achieve gender equality and female empowerment goals. Perhaps people in the community might already know men who are more "open minded" towards promoting women and girls in their family. These men might also be useful when doing focus groups to help manage the feelings of other men in the group who might feel uncomfortable from the discussions.	Engaging Men and Boys in Gender Equality; Men-to-Men Strategy Toolkit	To profit from their insights into their community's dynamics, help avoid potential backlash and ensure community buy-in and support for project interventions.	Community mobilization sub-contractor, Gender Specialist	As needed
1.1 Barriers to access for primary education reduced				
Conduct social mobilization campaigns using community radios ¹⁵⁴ to emphasize the benefits of girls' education aimed at increasing women's and girls' status and value in society.	Doorways II; Promoting Gender Equality Through Textbooks: A Methodological Guide; dTS DRC Gender Assessment 2012	To reach targeted populations using local languages.	Communications Officer, technical team leads	As needed
1.2 Access to alternative/accelerated learning programs that address out of school children and youth's needs				
Confirm that the CAP/CRS staff have an understanding of the barriers faced by both boys and girls in enrolling in and remaining in ALPs. If it is determined they do not have an understanding of the barriers, the project will hold a training to raise this awareness. Once staff has a baseline understanding, the gender specialist work with them to develop strategies to reduce barriers to access, including financial barriers. The strategies to reduce gender based barriers will focus on how to make the case to the family and community about the importance of getting children, and girls in particular, back in to school or into apprenticeship programs.	See "Community Engagement" resources in Annex 4	Helps to promote an increase in attendance and levels of retention.	PTL	At the beginning of work with the CAP/CRS
1.3 Community and school collaboration and partnerships to support access to education strengthened				
Consider facilitating discussion between the community and the schools about methods for ensuring children's safety as they walk to and from school (e.g., organizing group walks to school). Sex-specific suggestions to keep girls safe, options to keep boys safe and identify safety measures that would apply to both sexes.	EAGLE Gender Study (Abuse Spider; Mapping Exercise)	To engage the community and parents in decision-making regarding the safety of their children	SIP Coordinators, Community mobilizers, PTLs	During SIP design period
Train COPAS on awareness raising methods so that they can sensitize parents (both mothers and fathers) to the importance of enrolling their children and ensuring they stay in school. Ensure that the awareness	See "Community Resources" in Annex 4, including Doorways	To engage parents in supporting their children's school attendance, academic	Community mobilizers, PTLs	At each new school

¹⁵⁴ These can include community meetings; training or sensitization sessions with traditional providers, community or religious leaders; street theatre and other cultural activities; marches; street and health fairs; and mass-media campaigns using radio, television, billboards or other media.

Activities	Tools and Resources	How it will benefit the program	Who is responsible	Timeline
materials emphasize the benefits directly for girls and the benefits that relate directly to boys. For example; with girls, stress how an education will improve future family conditions; with boys, stress how an education will address future employment opportunities.	Manuals; UNICEF messaging	success and to stop the cycle of poor school attendance and drop-out rates.		
1.4 Quality of education environments improved				
Ensure provision of private, sex-specific, secure latrines, and clean water at schools through the small grants program and in coordination with the EAGLE's small grants project to ensure access is fair, non-duplicative, and based on need. ¹⁵⁵		Safe school environments are critical to ensuring consistent school attendance of boys and girls.	Grants team	As per annual grant cycles allow
Include in the training of COPAs, a module that focuses on teaching parent/teachers/student groups to understand the behaviors surrounding SRGBV in the schools and how best to intervene when necessary.	Doorways II; Doorways III; Men-to-Men Strategy Toolkit; C-Change Website; Mobilizing Communities to Prevent Domestic Violence	To ensure that parents understand the issues at stake and react appropriately to protect their children.	Community mobilizers in collaboration with PTL and Gender Specialist, Result 3 Team Leader	As needed
Review existing school and classroom codes of conduct to ensure that they take into account gender concerns. For the school code of conduct, this may include rules concerning positive discipline, the conduct of teachers regarding issues related to SRGBV, and issues of school safety and security. For the classroom code of conduct, this may include the equitable distribution of classroom clean-up tasks, positive discipline, equitable participation, and respectful behavior.	Doorways I; Doorways III; A Guide for Promoting Gender Equality and Inclusiveness in Teaching and Learning Materials; INEE Pocket Guide To Gender: Gender Equality in and through Education	Codes of conduct form the foundation of ensuring that children are in a safe school environment and that there is a transparent approach to school rules and discipline.	SIP Coordinators, PTLs, Gender Specialist	During the SIP design process
In collaboration with the schools, COPA, COGES, and student government associations, determine the best opportunity for developing a system where students can report their SRGBV experiences in a safe environment—whether it be a focal point or a pre-determined listening station at the school.	See the “SRGBV” and “Community Engagement” resources in Annex 4	To engage all relevant stakeholders to address these highly sensitive safety issues so that the solution reached is amenable to all concerned.	SIP, PTLs, Gender Specialist	During the SIP design process?
RESULT 2: Improved education quality				
2.1 Quality of instruction at the primary level improved				
Initiate pedagogical training for new primary school teachers, and provide upgrade training for existing teachers at all levels, including a module that	Doorways III: Teachers manual	To ensure uniform understanding among teaching staff (old and new) concerning	Senior Education Advisor	As needed

¹⁵⁵ Research on these interventions vary: some have found they encourage girls to feel safe (USAID EAGLE Gender Analysis), but others have found insufficient evidence that they keep girls in school (HIP Education).

Activities	Tools and Resources	How it will benefit the program	Who is responsible	Timeline
includes orientation to equal treatment of males and females in the classroom, how to identify and understand unconscious bias towards male and female students, and includes issues related to SRGBV and effective use of the new curriculum to promote gender equity.		issues related to gender in the classroom, SRGBV, and equitable gender approaches to teaching.		
Ensure that the school inspectors are familiar with and take into account the gender-equitable training of teachers when they conduct their classroom observation studies to monitor gender-sensitive instruction in the classroom.	Classroom Observation Tool (EAGLE Gender Analysis)	School inspectors must be familiar with the gender-equitable approach implemented by teachers in order to accurately evaluate teacher performance.	Senior Education Advisor, PTL, Gender Specialist (as needed)	At orientation
Ensure that ALs are trained regarding the importance of equal treatment of males and females in the classroom how to identify and understand unconscious bias towards male and female students, including issues related to SRGBV.	Doorways III; INEE Pocket Guide to Gender: Gender Equality in and Through Education	Because of their close work with school-age children, ALs need to understand and implement gender equitable principles in their work and recognize any signs of SRGBV.	Senior Education Advisor	At AL orientation
2.2 Teaching and learning materials used in the classroom effectively				
Using the USAID manual "A Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials," and the Doorways manuals update, curriculum materials (e.g., textbooks, classroom materials, lesson plans) to be gender sensitive and equitable.	USAID/A Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials; Doorways III; Genre et les droits humains dans les systemes educatifs africaines; INEE Pocket Guide to Gender: Gender Equality in and through Education; Gender Responsive Pedagogy: A Teacher's Handbook	Leverage existing and proven materials that address key gender concerns. Other projects, including EAGLE, have already adapted, and have had positive results.	Senior Education Advisor, Professional Development Advisor	At beginning of activity
For CAP programs, include examples in teaching and classroom materials that show equal roles for both boys and girls related to nutrition, health, agriculture, livestock and forestry.	See above	To reinforce gender equitable approaches and diminish the impact of existing gender norms.	PTL, CRS/CAP Coordinator	As needed.
As needed, the gender specialist will help the curriculum materials development team to integrate and ensure that the gender aspects have been taken in to account.	See above	It is important to include balanced representations of roles for women and men, boys and girls in the family, work, and public decision making so that	Gender Specialist	

Activities	Tools and Resources	How it will benefit the program	Who is responsible	Timeline
		students see they are not limited by traditional norms.		
Ensure that the Doorways Manuals are also adapted for use at the primary school level.	Doorways I,II,III; USAID/A Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials; Doorways III; Genre et les droits humains dans les systemes educatifs africaines; INEE Pocket Guide to Gender: Gender Equality in and Through Education; Gender Responsive Pedagogy: A Teacher's Handbook	The Doorways Manuals were aimed at children/ adolescents ages10-14 so they must be adapted to be appropriate for use with younger children to ensure the efficacy of our approach	Professional Development Advisor, Gender Specialist	At beginning of activity
If the project collaborates with a telecommunications firm to employ technology (e.g., radios, MP3 players, and cell phones) to improve the teacher training systems at provincial and local levels, consider gender differences in knowledge and access to resources to make interventions sustainable. ¹⁵⁶		Research shows that boys and girls/men and women have different levels of understanding of technology based on their exposure and embedded gender.	Gender Specialist, Education and Technology Specialist	If and when the project launches a collaboration of this type
2.3 Community participation to support school-based and extra-curricular learning increased.				
When conducting trainings with community leaders and parents, include a gender module to address collaborative classroom-based and extra-curricular learning opportunities that include both boys and girls, more flexible learning schedules to accommodate children's difficulties associated with school access, and develop messaging around the importance of gender equitable education.	EAGLE Gender Analysis, dTS Gender Analysis, Stratégie Nationale de la Scolarisation des Filles; UNICEF messaging	In an effort to support the teacher training and implementation in the classroom around these issues we are adding this activity at the community level to ensure that students are supported both at home and at school and that the community accepts the approach taken by the project.	PTL, sub-provincial team leads, Gender Specialist, Community Mobilizers, Senior Education Advisor	After SIPs have been finalized to allow for responsive community programming
RESULT 3: Improved governance and accountability by stakeholders				

¹⁵⁶ For example, in some regions, solar radios that were given to women are said to now be used primarily by men, due to the cost of operating them. Some interventions have distributed radios to women who play significant roles in local communities, after training them on how to use radios as part of the development intervention, which might reduce the transfer of radios to men, while facilitating the creation of listening and discussion groups or support language or science teaching in schools (USAID Gender Assessment).

Activities	Tools and Resources	How it will benefit the program	Who is responsible	Timeline
Work with the office of the Provincial Division of the MFGE to find ways to mutually support the objectives of the office. Appoint a focal point in the project who will keep the Ministry and focal points in the Province up-to-date with project activities, share materials or build their capacity, and look for areas of mutual collaboration. For example, the Ministry has identified schools that are already working to increase awareness of gender issues and others that are weaker in their performance. For those weaker, perform an assessment. They also develop communications campaigns throughout the year on gender issues, issues which encourage girls to stay in school, etc. They have a harder time working in some of the rural areas due to lack of transport. The project can collaborate in these and other areas.		To build the capacity of the MFGE and to allow the project to be more effective by leveraging the local knowledge and existing activities conducted by the MFGE.	Gender Specialist	From project start up throughout the life of the project
Join the Groupe Thematique Genre, started by the government to identify sector gaps. If the Groupe Thematique Genre is not in place, the project will support the division head of the provincial MFGE and her staff to start one.		This will help coordinate donor and government efforts at the provincial level. Working together, the donors and provincial authorities can work together to prioritize activities and collaborate on implementation.	Gender Specialist, technical staff.	Each time the project begins work in a new province
Ensure that the project is represented in the informal donor group on gender, initiated by DFID.		Another way of remaining on top of issues that concern gender within the development community.	Education Policy Advisor	Life of project
3.1 Development and implementation of policies for improved access and learning strengthened				
Work with other partners on an advocacy campaign for the government to put in place policies to increase the number of female teachers.	UNICEF, EAGLE, Vas-y Fille, DFID programs, etc.	Nearly every analysis cited the lack of female teachers as a problem for the education sector. It is important for ACCELERE! to join voices with other education projects to advocate for policies to rectify this fact.	Education Policy Advisor	Life of project
3.2 School leadership and management strengthened				
When possible, offer leadership training and networking to women in the community and target women's participation in Parent-Teacher Associations [COPAs] and school board groups [COGES] (and suggest participation in various grassroots associations and civil society groups) which can serve to improve gender-sensitive policies as well as provide role models for girls.		To contribute to changing gender norms and provide role models.	Community mobilization sub-contractor	As needed
3.3 Community and civil society oversight and accountability at local and provincial levels increased				

Activities	Tools and Resources	How it will benefit the program	Who is responsible	Timeline
Consider engaging the services of women's associations, such as REFED, who have experience mobilizing communities around gender issues, to encourage women's participation and leadership	Women's associations	To tap into the depth and breadth of local expertise and to provide role models for girls and women.	Community mobilization sub-contractor	As needed
Work with the office of the Provincial Division of the MFGE to find ways to mutually support the objectives of the office. Appoint a focal point in the project who will keep the Ministry and focal points in the Province up-to-date with project activities, share materials or build their capacity, and look for areas of mutual collaboration. For example, the Ministry has identified schools that are already working to increase awareness of gender issues and others that are weaker in their performance. For those weaker, perform an assessment. They also develop communications campaigns throughout the year on gender issues, issues which encourage girls to stay in school, etc. They have a harder time working in some of the rural areas due to lack of transport. The project can collaborate in these and other areas.		To build the capacity of the MFGE and to allow the project to be more effective by leveraging the local knowledge and existing activities conducted by the MFGE.	Gender Specialist	From project start throughout the life of the project
Join the provincial Groupe Thematique Genre, started by the government to identify sector gaps. If the Groupe Thematique Genre is not in place, the project will support the division head of the provincial MFGE and her staff to start one.		This will help coordinate donor and government efforts at the provincial level. Working together, the donors and provincial authorities can work together to prioritize activities and collaborate on implementation.	Gender Specialist, technical staff	Each time the project begins work in a new province

CONCLUSION AND NEXT STEPS

While there are signs that progress in improving gender equitable outcomes in DRC is being made, there remains much work to be done. Some communities and families are seeing the value and importance of sending girls to school, but girls are still expected to fulfill traditional gender roles and are not generally able to make decisions inside or outside the home. Women do not have basic rights to land and credit and are required to ask their husbands permission to work outside the home and open a bank account. These social norms and cultural barriers play a role in perpetuating gender inequitable norms in education. The cost of school remains a barrier for families to send any child to school. When funds are made available, families tend to prioritize sending boys to school, as opposed to girls. When girls do attend primary school, success is often hindered by SRGBV, early marriage, and pregnancy.

Based on the gender analysis findings, the Gender Implementation Strategy aims to ensure ACCELERE! addresses gender constraints and opportunities are leveraged for optimal impact on project goals. It addresses gender roles and relations at multiple levels and considers the varied contextual factors that drive outcomes for men and women. It strives to increase equitable opportunities for males and females by empowering women and promoting men as partners to shift cultural norms. The project will work to ensure that all information is disaggregated by sex to identify gaps on how women and men participate in and benefit from project related activities. Identified gaps will help to develop measurable project outcomes and targets on the success of project activities as they relate to gender equity. Training is a major component of the project, and all project staff will be trained on the principles of gender integration and mainstreaming to ensure they have a solid basis of understanding of the importance of integrating gender into the project's activities. Leadership training and networking will be offered to women in the community and COPAs to improve gender-sensitive policies and provide role models for girls. Training will also be provided for school teachers to ensure uniform understanding of issues related to gender in the classroom, SRGBV, and equitable gender approaches to teaching. Other main activities include gaining community buy-in and support for project activities from relevant stakeholders by engaging men and boys, women's associations, community leaders and parents. Awareness-raising initiatives such as communication and social mobilization campaigns will also be implemented in order to emphasize the importance and benefits of children's school attendance. The list of existing resources and tools (Annex 4) was developed to assist project staff to easily find the answers they need in their efforts to address gender concerns during the lifetime of the project. It is a living document accessible by all staff and can be added to or adjusted, as necessary.

An annual gender review of activities will be completed in order to identify areas for attention during the work planning process. This will include a review of sex-disaggregated data to identify

where there is gender parity and where there are gender gaps in activities, and to identify corrective action to increase gender parity. The annual report will also include a section on best practices and lessons learned to address gender issues in education. In addition, meetings will be offered to all partners to address gender-related aspects of their activities and ensure coordination throughout the entire program. Quarterly reports will be also prepared and will include the progress of the implementation strategy and will highlight gender related results.

Equality in education is an essential building block for equality in other aspects of the lives of boys and girls, men and women and it can be powerful tool for speeding up progress in this respect. Acknowledging this, ACCELERE! understands that this Gender Analysis and Gender Implementation Plan will facilitate the development of interventions that specifically integrate gender and work to reduce barriers and improve outcomes for girls will not only improve gender equitable outcomes, but will also help continue progress towards gender equitable norms.

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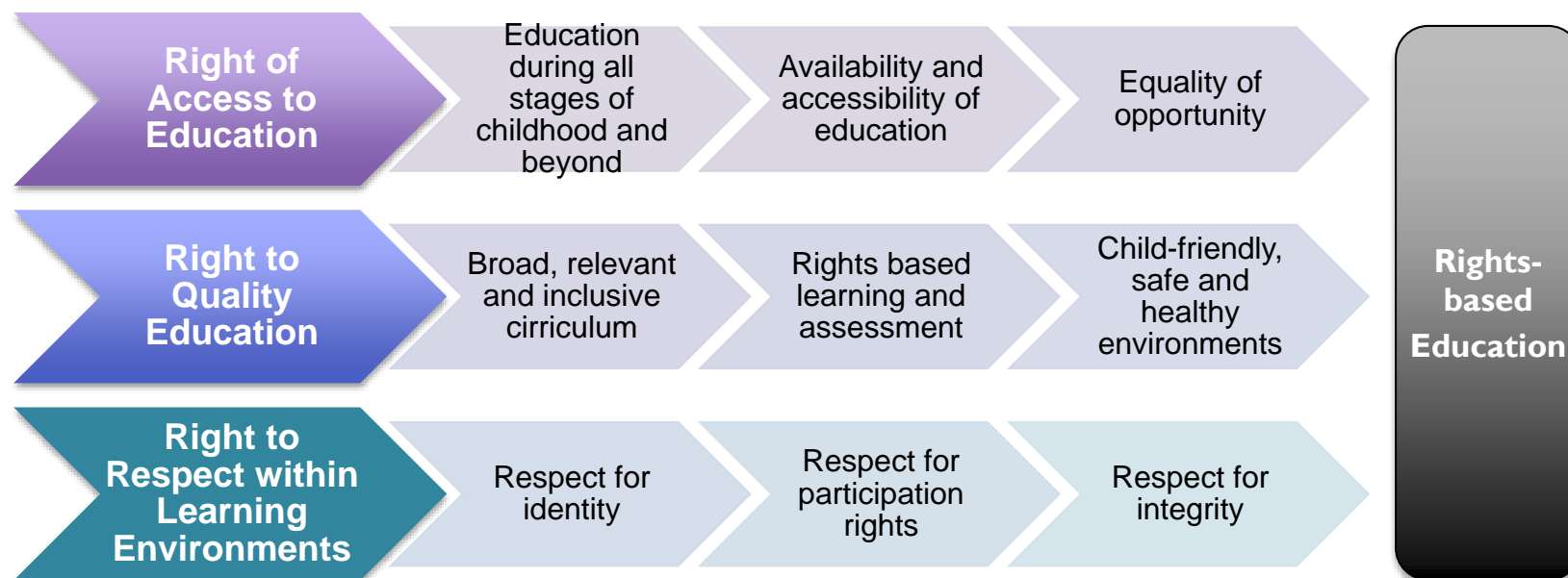
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ANNEXES

Annex I. Three Dimensions of the Human-rights Based Approach for Education

This framework was developed based upon the human rights based approach to education, with the belief that education is a universal, inalienable right. The three dimensions are interlinked, holistic, and require a commitment to ensuring access to quality education for all.¹⁵⁷



¹⁵⁷ United Nations Educational, Scientific and Cultural Organization. *A Human Rights-Based Approach to Education for all*. (2007). Retrieved from http://www.unicef.org/publications/files/A_Human_Rights_Based_Approach_to_Education_for_All.pdf

Annex 2. List of Meeting Participants

Organization	Name	Title
EAGLE Project	Carole Kabulo Illunga	Education Technical Advisor and Provincial Coordinator, EAGLE
IRC (sub to EAGLE) VAS-Y Fille! and OPEQ	Elie Danga	Acting Coordinator of the Education Program, Katanga and Kolwezi
	Anne Marie Ntumba	Gender Specialist
UNICEF	Marko Forni	Education Specialist
	Sylvain Nzaba Kabumba	Education Specialist
	Issa Mulolo	Education Administrator
BUMI, NGO for the protection of vulnerable children	Mme. Terese Ilonga	President and Founder
DFID – DRC	Laura Ashley-Boden	Education Advisor
	Paul Muzadi Mukenge	Deputy Program Manager/Delegated Procurement Officer
	Louise Ngondo Kabissekala	Education and Program Assistant
REFED (Network for Women in Development)	Bernadette Kapend Mwambu	President, REFED
ENGAGE – Girl Rising	Helen Albert	Project Director, FHI360
	Franck Kamunga	Country Director
Provincial Gender Head of MFGE in Katanga	Mme. Kabera Mujijima Bora	Division Head
	M. Kalunga Mulembo	Collaborator for Mme. Kabera
	Mme. Betty Kyona	Collaborator for Mme. Kabera

Annex 3. Reasons for Out-of-school Children

Table A31: Reasons for stopping or dropping out of school (in %) and reasons for not enrolling in school (in %) for 6-11 year-olds and 12-17 year-olds

Reasons for stopping/dropping out of school	Kinshasa	Bas-Congo	Bandundu	Equateur	Province Orientale	North Kivu	Maniema	South Kivu	Katanga	Kasaï Oriental	Kasaï Occidental	RDC
Money	87,4	61,4	57,6	68,5	59,7	84,3	53,8	89,1	65,5	70,1	59,9	71,0
Family constraints	19,6	10,2	8,0	12,8	11,4	18,8	5,5	37,3	15,7	11,7	20,6	16,5
No school/teacher	1,0	3,8	0,0	0,0	26,0	0,0	0,0	0,0	29,4	2,0	13,6	11,6
Child not interested	3,1	12,1	9,9	8,2	12,3	5,5	4,1	8,9	10,4	14,4	14,5	9,5
Death of household member	8,8	3,7	0,5	6,5	12,8	10,0	7,6	5,6	9,5	8,7	14,1	9,0
Domestic chores	1,7	1,0	12,0	3,0	5,1	0,9	4,1	8,9	4,4	30,6	24,7	7,7
Family relocation	8,2	6,8	4,3	6,5	4,0	3,4	5,5	14,5	11,2	5,4	9,1	7,6
Child's sickness	4,4	5,0	12,0	4,6	10,5	4,2	11,0	11,9	3,6	8,1	11,9	6,8
Poor results	4,6	9,1	9,5	3,7	7,5	11,4	6,9	6,2	4,1	10,4	4,9	6,7
Sickness of household member	7,2	15,5	3,0	2,0	6,5	5,5	5,6	11,2	5,0	4,9	8,2	6,6
No school nearby	0,0	0,0	24,0	0,0	6,0	10,8	14,0	8,8	8,4	2,0	8,2	6,0
Pregnancy	2,0	5,8	11,7	4,4	7,0	5,3	11,6	0,8	2,9	2,0	0,1	3,9
Fear of crime/conflict	0,4	1,9	0,0	4,2	4,3	8,1	1,4	15,7	2,5	0,4	4,1	3,9
Lack of discipline	3,2	5,0	4,2	8,6	4,0	4,6	1,4	2,3	3,5	0,9	2,0	3,7
Learning difficulties	1,1	5,7	9,6	1,5	1,7	3,4	1,4	3,8	2,9	9,6	1,1	3,3
Marriage	0,0	0,0	3,0	1,5	4,7	2,1	10,2	2,2	3,0	7,6	8,0	3,3
Mistreatment at school	1,6	1,1	12,5	1,5	1,1	2,1	0,0	0,8	3,3	0,4	2,1	2,1
Change of school	2,1	2,9	9,0	1,0	1,5	1,5	0,0	0,4	0,7	1,4	2,0	1,6
Mistreatment at home	0,0	2,8	0,0	2,3	2,4	0,3	1,4	1,0	1,5	0,5	2,7	1,3
Paid work	0,5	0,4	0,0	0,4	1,1	0,5	2,8	0,7	1,0	0,0	0,0	0,6
Disability (child)	1,1	0,9	3,0	0,4	0,8	0,0	0,0	0,0	0,2	0,0	0,7	0,5
Nutritional state	0,0	0,0	0,0	0,0	0,0	0,2	0,0	2,9	0,4	1,6	0,0	0,4
Previously attended	243 382	97 922	52 960	125 131	262 831	182 041	22 974	125 687	370 765	159 336	111 785	1 754 814
Reasons for not enrolling												
Money	90,7	44,3	59,4	82,9	71,8	85,9	55,1	82,4	70,5	56,5	50,0	69,8
No school nearby	0,0	11,4	30,0	1,4	41,8	24,0	30,6	11,6	20,2	12,6	28,0	21,0
Too young for school	8,8	64,2	24,2	2,8	14,0	15,0	32,8	10,4	22,6	5,8	23,2	18,6
Family constraints	21,1	7,3	16,8	21,6	19,6	11,9	16,7	25,5	12,2	5,5	17,2	15,1
No school/teacher	0,0	7,4	5,4	2,8	4,6	3,2	1,2	2,8	25,6	2,6	20,4	10,4
Child not interested	2,6	7,7	7,8	5,7	7,8	1,7	9,8	8,3	7,1	21,2	14,0	8,2
Domestic chores	0,0	0,0	4,1	8,8	6,1	2,3	12,4	19,8	2,6	17,4	20,4	7,5
Child's sickness	9,6	5,9	6,4	7,8	8,0	1,9	11,6	8,2	3,0	17,3	8,0	6,6
Death of household member	0,0	0,2	4,9	5,0	10,1	3,6	2,0	8,1	7,5	9,5	7,5	6,4
Learning difficulties	2,3	8,0	7,3	11,2	3,6	0,2	11,5	2,8	3,2	23,8	5,9	6,3
Fear of crime/conflict	0,0	0,0	0,0	0,7	6,3	15,4	0,6	10,4	2,8	0,8	3,5	4,6
Sickness of household member	2,9	7,1	1,5	7,1	2,3	3,3	6,2	6,2	5,2	4,6	3,3	4,4
Family relocation	2,8	1,9	1,0	0,5	2,6	3,5	2,9	7,1	1,9	4,5	2,0	2,6
Lack of discipline	0,0	1,4	1,4	0,7	2,0	0,7	2,8	0,5	1,7	4,8	0,3	1,5
Disability (child)	3,4	1,2	0,0	1,9	1,3	1,6	1,2	2,1	0,9	0,7	3,2	1,4
Mistreatment at home	0,0	0,2	2,0	0,7	1,5	0,0	2,3	1,9	0,9	0,0	2,2	1,0
Nutritional state	0,0	1,2	0,7	2,2	0,6	0,1	2,3	1,4	0,3	3,2	0,3	0,9
Mistreatment at home	0,0	0,0	0,0	0,7	0,2	0,0	0,0	0,0	0,7	1,9	0,7	0,5
Paid work	0,0	0,0	0,0	0,7	0,9	0,4	0,0	0,7	0,4	0,0	0,0	0,4
Marriage	0,0	0,0	0,7	0,0	0,0	0,4	0,6	0,0	0,6	0,5	0,3	0,3
Pregnancy	0,0	0,0	2,0	0,0	0,3	0,0	0,0	0,5	0,4	0,0	0,0	0,3
Never attended	76 930	146 573	234 746	277 923	346 559	379 624	55 797	189 749	695 667	240 845	238 740	2 883 153

Source: Household survey data, OOSC-DRC 2012

Annex 4. Existing Resources and Tools to Assist Gender Integration

Several programs addressing gender equality in education have recently or are currently taking place in the DRC. Programs such as DFID VAS-Y Fille!, USAID EAGLE, and Girls Rising projects, for example, provide a great foundation for ACCELERE! to build from. The following existing resources, tools, and gender expertise have been identified to support ACCELERE! staff to address gender throughout the life of the project.

Type of Resource	Name of Document	Description	Name of Program/Org.	Source
SRGBV				
Analysis tool/ Reference	EAGLE Gender Study	Annex 2 contains SRGBV PLA tools that are visual, highly participatory, and enable students to express themselves freely, identifying not only safe and unsafe places in their school/community but also currently available resources in the community, as well as resource gaps – key information for designing responsive school and community interventions. For example, the information will assist the community action groups in identifying where they can intervene to create a safe zone around the school and getting to and from school as well as to identify potential reasons why girls or boys are late to school, miss school, or drop out.	USAID/DRC Empowering Adolescent Girls to Lead through Education (EAGLE) Implemented by FHI 360	http://www.ungei.org/resources/files/EAGLE_Gender_Analysis_FINAL.pdf
Sample indicators	Violence Against Women and Girls: A Compendium of Monitoring and Evaluation Indicators	Compendium of indicators which focuses on VAW/G program monitoring and evaluation. This guide was developed for managers, organizations, and policy makers working in the field of VAW/G program implementation and evaluation in developing countries, and for people who provide technical assistance to those individuals and organizations. The indicators can also be used by programs that may not specifically focus on VAW/G, but include reducing levels of VAW/G as part of their aims. The indicators have been designed to be used by people who need information that can be assessed with quantitative methods on program performance at the community, regional and national levels. Each indicator includes a description of what it measures, the tools needed to gather the data, and the calculations involved in producing the measure.	USAID Inter-Agency Gender Working Group, MEASURE Evaluation, USAID East Africa Mission	http://www.prb.org/igwg_media/violenceagainstwomen.pdf
Toolkit	Men-to-Men Program	The Men-to-Men Strategy Toolkit shares information, tools, activities, and skills-building ideas and methods to support organizations and individuals to better understand the needs of working with men to address GBV in collaboration with women's rights organizations in Africa. This toolkit provides a means to understanding the dynamics of working with men on GBV issues. It explores the myths and misconceptions of working with men, as well as men's fears and strengths. It also suggests some of the tested and working ideas that can be adopted, domesticated or improved for greater impact. The toolkit consists of seven chapters; each dedicated to an important component of involving men in combating GBV. It has three main components: the background section; the main body, which addresses constituency building, training and capacity building, and practical interventions targeting the activities and ideas of men taking action on GBV; and a monitoring and evaluation section with guidelines and tools. The sections can all be used together, or in bits with other similar materials developed by other practitioners.	Femnet	http://www.bridge.ids.ac.uk/global-resources/resource/A68869
Facilitator's toolkit	In Her Shoes	In the kit is a handbook that provides detailed guidance for facilitators, relevant information on violence against women, discussion questions and ideas for action, 10 story sets depicting a woman experiencing violence in Sub-Saharan Africa, and 16 station cards. This process helps to inspire each of us to develop a greater sense of empathy for survivors of violence, as well as engage more profoundly with the realities of VAW. The cards are in both Swahili and French.	GBV Prevention Network	http://preventgbvafrica.org/in-her-shoes/
Training module	Doorways I: Student Training Manual on	Designed for students to improve their resilience and self-efficacy and to help them prevent and respond to SRGBV. Available in both English and French	USAID/Safe Schools	-

Type of Resource	Name of Document	Description	Name of Program/Org.	Source
	SRGBV Prevention & Response			
Communication materials/ Training materials	C-CHANGE Website	Communication and training materials aimed at preventing and mitigating school-related, gender-based violence (SRGBV) in Katanga Province, DRC. The materials include codes of conduct, a life skills curriculum for students, and a training curriculum for teachers, comic books for SRGBV youth clubs, and translated and adapted versions of USAID's Doorways I and III Safe Schools curricula.	C-CHANGE (FHI 360)	http://www.c-hubonline.org/resources/preventing-school-related-gender-based-violence-katanga-province-drc
Guide	Mobilizing Communities to Prevent Domestic Violence	The Resource Guide is organized into five phases of community mobilization with detailed guides for planning, implementing and monitoring each phase. By breaking a long-term project down into phases of community mobilization, organizations can engage their communities in manageable and systematic pieces. Each phase builds on the achievements of the previous phase and helps keep the implementing organization focused. Likewise, the five strategies help organizations diversify the activities being conducted to ensure that a cross section of the community is reached in significant numbers.	Raising Voices: Preventing Violence Against Women and Children	http://raisingvoices.org/resources/
M&E Materials and Indicators				
Indicators/ Reference	Multiple Indicator Cluster Survey		UNICEF MICS	http://mics.unicef.org/surveys
Indicators/ Reference	Gender Development Index		UNDP	http://hdr.undp.org/fr/data
Indicators/ Reference	Gender Statistics	UN gender indicators disaggregated by country	UN	http://genderstats.un.org/Browse-by-Countries/Country-Dashboard?ctry=180
Indicators/ Reference	DHS-DRC	Socio-economic Indicators	UNICEF	http://dhsprogram.com/what-we-do/survey/survey-display-421.cfm
Indicators/ Reference	Gender Institutions and Development Database		OECD	http://stats.oecd.org/index.aspx?datasetcode=GIDDB2014
Indicators/ reference	Gender Quality Data and Statistics		World Bank	http://datatopics.worldbank.org/gender/
Indicators/ Reference	UN Data	General Statistics with socioeconomic aspects	United Nations	http://data.un.org/CountryProfile.aspx?crName=Democratic%20Republic%20of%20the%20Congo
Indicators/ Research tool	Violence Against Women and Girls: A Compendium of M&E Indicators	Compendium of indicators, which focuses on VAW/G program monitoring and evaluation. This guide was developed for managers, organizations, and policymakers working in the field of VAW/G program implementation and evaluation in developing countries, and for people who provide technical assistance to those individuals and organizations. The indicators can also be used by programs that may not specifically focus on VAW/G, but include reducing levels of VAW/G as part of their aims. The indicators have been designed to be used by people who need information that can be assessed with quantitative methods on program performance at the community, regional and national levels. Each indicator includes a description of what it measures, the tools needed to gather the data, and the calculations involved in producing the measure.	USAID/East Africa, Inter-Agency Gender Working Group, USAID/MEASURE Evaluation	http://www.prb.org/iqwg_media/violenceagainstwomen.pdf

Type of Resource	Name of Document	Description	Name of Program/Org.	Source
Indicators	Baseline Study of SRGBV in schools in Katanga	Indicators for SRGBV	C-CHANGE - AED	http://www.c-hubonline.org/sites/default/files/resources/research-testing/Baseline%20study%20of%20SRGBV%20in%20schools%20in%20Katanga%20Province.pdf
Guide	Guide to Gender Sensitive Indicators	Explains why gender sensitive tools are useful in measuring results.	CIDA	http://www.acdi-cida.gc.ca/inet/images.nsf/vLUIImages/Policy/\$file/WID-GUID-E.pdf
Indicators	Gender and Indicators	Discusses gender and indicators in program planning	BRIDGE	http://www.eldis.org/vfile/upload/4/document/1105/Indicators_OR_french.pdf
M&E Materials-General Information				
Focus group report for SRGBV	Rapport des focus groups	Le rapport sur les groupes de discussion reprend les connaissances, les attitudes et les pratiques sur les violences selon les élèves, les enseignants et les parents/ tuteurs. Il est subdivisé en deux parties. La première partie est consacrée aux généralités sur l'enquête : 1) le contexte et les justifications ; 2) les objectifs ; 3) l'approche méthodologique et 4) le contexte géographique (présentation de la Province du Katanga, des Villes et Cités) du déroulement de l'enquête. La seconde partie présente les résultats de l'enquête, à savoir les connaissances, les attitudes et les pratiques des violences selon les élèves, les enseignants et les parents/ tuteurs. Le tout se termine avec une conclusion centrée sur le rappel de principaux résultats, les contraintes rencontrées et quelques recommandations.	C-CHANGE - AED	http://www.c-hubonline.org/sites/default/files/resources/research-testing/Rapport%20des%20focus%20group.pdf
Reference/ Analysis tool	Promoting Gender Equality through UNICEF-Supported Programming Basic Education: Operational Guidance	Section 3 provides guidance on how rights-based gender analysis may be integrated into the different phases of the programming process. It is divided into subsections corresponding to different phases of programming: assessment: analysis: action: and monitoring and evaluation. Fundamental steps, guiding questions and key resources are provided. Another subsection contains information on special considerations for gender equality in emergency situations.	UNICEF	http://www.unicef.org/gender/files/BasicEducation_Layout_Web.pdf
Analysis tool	Compendium of Gender Scales	A compendium of scales available to measure attitudes toward gender norms in intimate relationships or differing social expectations for men and women including: women's empowerment, gender-equitable men, household decision-making, gender beliefs, norms, attitudes, sexual relationship.	C-CHANGE	https://www.c-changeprogram.org/content/gender-scales-compendium/about.html
Training	Evaluation for Evaluation Specialists Training: Gender in Evaluation	This module covers the following topics; defining gender analysis, incorporating gender analysis into project design, gender focus for USAID evaluations, and gender-related unintended outcomes.	USAID	http://usaidlearninglab.org/library/evaluation-evaluation-specialists-training-gender-evaluation
Manual	Annotated bibliography on developing gender indicators	Annotated bibliography on developing gender-sensitive indicators. Available in French	BRIDGE	http://www.bridge.ids.ac.uk/ids-document/A54158?lang=fr#lang-pane-fr

Type of Resource	Name of Document	Description	Name of Program/Org.	Source
Manual/ Toolkit	Gender Analysis, Assessment, and Audit Manual and Toolkit	The purpose of this toolkit is to provide guidance on how to conduct gender analysis studies, assessments and audits. It is intended for individuals who are either commissioning or leading the gender study. The toolkit provides useful tools and methods for these studies, and guidance on how to operationalize a study from start to finish. Many of the tools presented, such as baseline studies or market assessments, can be easily integrated into other studies.	ACDI/VOCA	http://acdivoca.org/sites/default/files/attach/legacy/site/Lookup/ACDI-VOCA-Gender-Analysis-Manual/\$file/ACDI-VOCA-Gender-Analysis-Manual.pdf
Key Gender Analyses, Project Documents, Reference Sources, etc.				
Reference	Promote Gender Equality and Empower Women: Where do we stand?	Status of MDGs. Available in both English and French	UNDP	http://www.cd.undp.org/content/rdc/en/home/mdgoverview/overview/mdg3/
Reference	Accelerating Progress to 2015: DRC	Status of MDGs	UN Secy General Global Education Initiative (UNSE)	http://educationenvoy.org/wp-content/uploads/2013/07/DRC-UNSE-FINAL.pdf
Analysis tools/ Reference	EAGLE Gender Study	Empowering Adolescent Girls to Lead Through Education (EAGLE) is a five-year, USAID-funded project in the DRC. The overarching vision for the project is to create opportunities for adolescent girls to acquire the education and skills necessary to become active, positive agents for change within their families, schools, and communities. The EAGLE Gender Analysis identified differences in gender roles, needs, experiences, and opportunities in education in EAGLE school environments.	USAID/DRC EAGLE, Implemented by FHI 360	http://www.ungei.org/resources/files/EAGLE_Gender_Analysis_FINAL.pdf
Reference	Situation Analysis of Women and Girls in the DRC and Development of a Gender Strategy and Action Plan for DFID DRC	This summary document draws together the key findings of the (i) participatory gender audit (ii) national gender assessment (iii) two provincial-level gender assessments and presents overall recommendations and a proposed action plan for DFID DRC.	DFID DRC	Internal document; saved on shared drive
Reference/ Recommended actions	Gaps in Accessing Formal and Non-Formal Education Opportunities for Youth in the DRC	Section I looks at the importance of formal education for youth in the DRC today; Section II Barriers to accessing formal education; Section III: Non-formal education; Section IV: High-Risk Practices and Psychosocial Concerns; Section V: Discussion; Section VI: Recommendations.	Save the Children	-
Reference	Report on the DRC	Human Rights Record of the DRC	Amnesty International	https://www.amnesty.org/fr/countries/africa/democratic-republic-of-the-congo/
Reference	WikiGender	Wikigender is a project initiated by the OECD Development Centre to facilitate the exchange and improve the knowledge on gender equality-related issues around the world. A particular focus lies on gathering empirical evidence and identifying adequate statistics to measure gender equality. Based on the work of the OECD Gender, Institutions and Development Data Base, Wikigender aims to highlight the importance of social institutions such as norms, traditions and cultural practices that impact on women's empowerment.	WikiGender	http://www.wikigender.org/index.php/Statistics:Education
Reference	From Rhetoric to Results: Closing the Global Education Gap for the World's Girls and Women	'From rhetoric to results' explains the importance of each of the areas listed below to the education of girls and then provides specific recommendations for how the UK, both alone and in collaboration with other development partners, could make a significant contribution to securing a more successful future for the world's girls and women • Improve learning opportunities for girls • Support girls' transition to secondary school • Tackle the global crisis in	Global Campaign for Education	http://www.savethechildren.org.uk/sites/default/files/docs/From_rhetoric_to_results_closing_the_education_gap_for_the_worlds_girls_and_women(2)_1.pdf

Type of Resource	Name of Document	Description	Name of Program/Org.	Source
		women's illiteracy • Support education during humanitarian crises • Protect girl students and their teachers from attack • Provide more and better aid for education.		
Reference/Recommended actions	SIDA Gender Country Profile 2014	Focuses on two cross-cutting set of issues, namely governance, power structures and gender (chapter 1), and the national framework (chapter 2). The subsequent chapters address the following sectors: justice and human rights (chapter 3), the political situation and access to services (chapter 4), the socio-economic situation (chapter 5) and gender-based violence (chapter 6). The report closes by identifying challenges and constraints to gender equality in DRC, and presenting conclusions and recommendations (chapter 7).	SIDA	http://www.lauradavis.eu/wp-content/uploads/2014/07/Gender-Country-Profile-DRC-2014.pdf
Reference/Analysis tool	Promoting Gender Equality through UNICEF-Supported Programming Basic Education: Operational Guidance	Section 1 discusses the rationale behind supporting gender equality and women's empowerment through education. Section 2 discusses how UNICEF contributes to gender equality through its work in education, lessons learned, and progress achieved. See M&E-General Information (above) for details on Section 3	UNICEF	http://www.unicef.org/gender/files/BasicEducation_Layout_Web.pdf
Training manual	COMPASS Gender Training Manual	This manual provides development professionals with the concepts on gender and gender analysis tools to facilitate local empowerment and capacity building and to make their work both more effective and more appropriate to the needs and interest of local people. It assists the development worker to visualize the interconnectedness of social and economic change, clarifying the relevance of social factors; e.g., class, gender, age, ethnicity, and religion) in determining access and control over resources.	USAID/Malawi COMPASS; DAI	Internal document; saved on shared drive
Reference	Sensibilisation: (Dis)empowering adolescent girls	This study assesses whether and how current <i>sensibilisation</i> practices contribute to changing the social norms that govern the behavior of women and girls, which is intimately connected to the potential for economically empowering adolescent girls in Kinshasa.	DFID/DRC La Pepiniere	Internal document; saved on shared drive
Reference	Social Norms Influencing the Economic Empowerment of Adolescent Girls	Socio-cultural norms' or 'social norms' are frequently cited as a main barrier to women's and girls' participation in society, the economy and their enjoyment of their rights. The central research question for this study is: <i>How do social norms in the DRC, using the test case of Kinshasa, affect the economic empowerment of adolescent girls?</i> This study draws on participatory research techniques to understand how girls, women, boy and men from different walks of life perceive girls and women, whether and how they should earn, spend and control money.	DFID/DRC La Pepiniere	Internal document; saved on shared drive
Institutional Governance				
Reference	Code de la Famille	Law		https://fr.wikisource.org/wiki/Code_de_la_Famille_de_la_R%C3%A9publique_d%C3%A9mocratique_du_Congo
Reference/Recommended actions	SIDA Country Report 2009	Provides a thorough overview of the following: Chapter 1-Governance, Power Structures and Gender; Chapter 2-National Gender Framework; Chapter 3 - Gender, Peacebuilding and Security; Chapter 4 - Gender & Political Participation; Chapter 5 - Gender, Legal Situation and Human Rights; Chapter 6 - Gender and the Socio-Economic Situation; Chapter 7-GBV; Chapter 8-Gender and Health.	SIDA	http://www.sida.se/contentassets/1d46f79d97fb451988afa76097ffe1e3/the-democratic-republic-of-congo-drc-country-gender-profile_328.pdf

Type of Resource	Name of Document	Description	Name of Program/Org.	Source
Reference/Recommended actions	SIDA Gender Country Profile 2014	Focuses on two cross-cutting set of issues, namely governance, power structures and gender (chapter 1), and the national framework (chapter 2). The subsequent chapters address the following sectors: justice and human rights (chapter 3), the political situation and access to services (chapter 4), the socio-economic situation (chapter 5) and gender-based violence (chapter 6). The report closes by identifying challenges and constraints to gender equality in DRC, and presenting conclusions and recommendations (chapter 7).	SIDA	http://www.lauradavis.eu/wp-content/uploads/2014/07/Gender-Country-Profile-DRC-2014.pdf
Reference	The African Gender and Development Index	Index of high level gender instruments on the continent	Economic Commission for Africa (ECA)	http://www.uneca.org/sites/default/files/PublicationFiles/agdi_booklet-2011-fr.pdf
Analysis/Research tool	dTS Gender Assessment 2012	Questions in English/French with focus groups	Independent Assessment	http://pdf.usaid.gov/pdf_docs/PA00J27G.pdf
Decision-making (<i>Changing the power balance in relationships between men and women; engaging men in gender awareness</i>)				
Facilitator manual	Engaging Men and Boys for Gender Equality	Themes focused on in the training included: 1) Gender Socialization & Masculinities 2) Caregiving and Fatherhood 3) Power and Violence 4) Sexual Diversity (including addressing homophobia).	CARE	http://www.care.org/sites/default/files/documents/Engaging%20Men%20and%20Boys%20GED%20501%20Manual.pdf
Reference	Social Norms Influencing the Economic Empowerment of Adolescent Girls	Socio-cultural norms' or 'social norms' are frequently cited as a main barrier to women's and girls' participation in society, the economy and their enjoyment of their rights. The central research question for this study is: <i>How do social norms in the DRC, using the test case of Kinshasa, affect the economic empowerment of adolescent girls?</i> This study draws on participatory research techniques to understand how girls, women, boy and men from different walks of life perceive girls and women, whether and how they should earn, spend and control money.	DFID/DRC La Pepiniere	Internal document; saved on shared drive
Toolkit	Men-to-Men Strategy Toolkit	The Men to Men Strategy Toolkit shares information, tools, activities, and skills-building ideas and methods to support organizations and individuals to better understand the needs of working with men to address GBV in collaboration with women's rights organizations in Africa. This toolkit provides a means to understanding the dynamics of working with men on GBV issues. It explores the myths and misconceptions of working with men, as well as men's fears and strengths. It also suggests some of the tested and working ideas that can be adopted, domesticated or improved for greater impact. The toolkit consists of seven chapters; each dedicated to an important component of involving men in combating GBV. It has three main components: the background section; the main body, which addresses constituency building, training and capacity building, and practical interventions targeting the activities and ideas of men taking action on GBV; and a monitoring and evaluation section with guidelines and tools. The sections can all be used together, or in bits with other similar materials developed by other practitioners.	Femnet	http://www.bridge.ids.ac.uk/global-resources/resource/A68869
Analysis/Research tool	dTS DRC Gender Assessment 2012	This assessment analyzes gender and development in the Democratic Republic of Congo (DRC) and provides recommendations for development of the USAID/DRC 2013-2018 Country Development Cooperation Strategy (CDCS). Contextualized by USAID's March 2012 Gender Equality and Female Empowerment Policy, the Global Health Initiative, and the US National Action Plan on Women, Peace and Security, it identifies gaps in gender and development programming and ways to address them in order to promote equitable and sustainable impact. The focus is on fundamental cultural understanding of gender, the roles of men and women, changes underway among youth and in urban areas, and regional variation. It is not an evaluation of the existing program or projects in any sector, and it does not provide either a road map for development of the new program or detailed recommendations for sector activities.	Independent Assessment	http://pdf.usaid.gov/pdf_docs/PA00J27G.pdf

Type of Resource	Name of Document	Description	Name of Program/Org.	Source
Reference	Sensibilisation: (Dis)empowering adolescent girls	This study assesses whether and how current <i>sensibilisation</i> practices contribute to changing the social norms that govern the behavior of women and girls, which is intimately connected to the potential for economically empowering adolescent girls in Kinshasa.	DFID/DRC La Pepiniere	Internal document; saved on shared drive
Community Engagement				
Training manuals	C-CHANGE Website	Resources for training on SBCC	C-CHANGE (FHI 360)	https://www.c-changeprogram.org/focus-areas/capacity-strengthening/SBCC-Toolkit
Training manuals	Doorways II: Community Counselor Training Manual on SRGBV Prevention and Response	Designed to train community members to help prevent and respond to SRGBV by instructing them in basic listening skills and response procedures. Available in both English and French	USAID/Safe Schools	https://www.usaid.gov/documents/1865/doorways-training-manual-school-related-gender-based-violence-prevention-and-response
Reference	Social Norms Influencing the Economic Empowerment of Adolescent Girls	Socio-cultural norms' or 'social norms' are frequently cited as a main barrier to women's and girls' participation in society, the economy and their enjoyment of their rights. The central research question for this study is: <i>How do social norms in the DRC, using the test case of Kinshasa, affect the economic empowerment of adolescent girls?</i> This study draws on participatory research techniques to understand how girls, women, boy and men from different walks of life perceive girls and women, whether and how they should earn, spend and control money.	DFID/DRC La Pepiniere	Internal document; saved on shared drive
Guide/Recommended action/Indicators	Genre et les droits humains dans les systemes educatifs africaines	Ce nouveau guide synthétise les problématiques et enjeux de l'égalité entre les sexes et l'éducation dans les pays africains, notamment dans la zone subsaharienne. Il formule des questions clés que doivent se poser les acteurs et actrices de l'éducation pour la prise en compte du genre. Enfin, il suggère des solutions et des bonnes pratiques pour une amélioration de la qualité et de l'équité de l'éducation en Afrique pour un développement humain durable et juste.	International Center for Girls' and Women's Education in Africa of the African Union	http://www.observation.org/wp-content/uploads/2015/05/Guide-part-3.pdf
Guide	Mobilizing Communities to Prevent Domestic Violence	The Resource Guide is organized into five phases of community mobilization with detailed guides for planning, implementing and monitoring each phase. By breaking a long-term project down into phases of community mobilization, organizations can engage their communities in manageable and systematic pieces. Each phase builds on the achievements of the previous phase and helps keep the implementing organization focused. Likewise, the five strategies help organizations diversify the activities being conducted to ensure that a cross section of the community is reached in significant numbers.	Raising Voices: Preventing Violence Against Women and Children	http://raisingvoices.org/resources/
Reference	Sensibilisation: (Dis)empowering adolescent girls	This study assesses whether and how current <i>sensibilisation</i> practices contribute to changing the social norms that govern the behavior of women and girls, which is intimately connected to the potential for economically empowering adolescent girls in Kinshasa	DFID/DRC La Pepiniere	Internal document; saved on shared drive
Gender and Classroom Teaching				
Handbook	Gender-Responsive Pedagogy: A Teacher's Handbook	It will assist teachers to acquire deeper insights into gender responsive pedagogy and develop classroom practices that are gender friendly. Specifically the handbook has the following objectives: <ul style="list-style-type: none"> ° To equip teachers with knowledge, skills and attitudes for gender responsive pedagogy. ° To enable teachers to develop and use gender responsive methodologies that ensure equal participation of both girls and boys in teaching and learning processes. ° To assist school management to mainstream gender issues at the school level. 	FAWE	English: http://www.ungei.org/files/FAWE_GRP_ENGLISH_VERSION.pdf French: http://www.ungei.org/resources/files/FAWE_GRP_French_version.pdf

Type of Resource	Name of Document	Description	Name of Program/Org.	Source
Guide	A Guide for Promoting Gender Equality and Inclusiveness in Teaching and Learning Materials	Provides guidance on how to develop and evaluate teaching and learning materials that are free of bias and that promote equality and inclusiveness of all marginalized, disadvantaged, and underrepresented groups. The guide also includes 1) Sample worksheets for evaluating teaching and learning materials for gender equality and inclusiveness 2) Checklist for evaluating teaching and learning materials for gender equality and inclusiveness	EdData II for USAID	https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&ID=786
Training module	Doorways III: Teaching Training Manual on SRGBV Prevention and Response	Designed to help facilitators train teachers to help prevent and respond to SRGBV by reinforcing teaching practices and attitudes that promote a safe learning environment for all students. Available in both French and English	USAID/Safe Schools	https://www.usaid.gov/documents/1865/doorways-training-manual-school-related-gender-based-violence-prevention-and-response
Training module	Doorways I: Student Training Manual on SRGBV Violence Prevention and Response	Designed to help facilitators train students to improve their resiliency and self-efficacy and to help them prevent and respond to SRGBV. Available in both English and French	USAID/Safe Schools	https://www.usaid.gov/documents/1865/doorways-training-manual-school-related-gender-based-violence-prevention-and-response
Research tool	Classroom Observation Tool (Annex 3 in the EAGLE Gender Analysis)	A form that requires the observer to check certain types of behaviors, such as level of questioning and type of feedback given to students, as well as to indicate the person and sex involved for each interaction. The tool facilitates the observation and documentation of teaching manifesting gender biases in classrooms.	USAID/DRC EAGLE (FHI360)	Annex 3, Targeted Gender Analysis of EAGLE-Supported School Environments
Guide	Genre et les droits humains dans les systemes educatifs africaines	Ce nouveau guide synthétise les problématiques et enjeux de l'égalité entre les sexes et l'éducation dans les pays africains, notamment dans la zone subsaharienne. Il formule des questions clés que doivent se poser les acteurs et actrices de l'éducation pour la prise en compte du genre. Enfin, il suggère des solutions et des bonnes pratiques pour une amélioration de la qualité et de l'équité de l'éducation en Afrique pour un développement humain durable et juste. De façon pratique, le guide oriente les acteurs/actrices de l'éducation sur la prise en compte de la dimension genre dans une perspective « droit à l'éducation ». Il développe une approche intégrée de la promotion des filles et des femmes dans les programmes et les projets liés à l'éducation en Afrique. A cet effet, le document situe et précise l'ensemble des actions précieuses à entreprendre et dont la conjonction et l'interaction permettront une promotion permanente de l'éducation des filles et des femmes en Afrique.	International Center for Girls' and Women's Education in Africa of the African Union	http://www.observation.org/wp-content/uploads/2015/05/Guide-part-2.pdf
Toolkit	INEE Pocket Guide to Gender: Gender Equality in and through Education	INEE Pocket Guide to Gender distils essential gender equality programming principles and provides concrete strategies for putting gender equality into practice. It is intended for anyone working to provide, manage or support education services as part of emergency preparedness, response or recovery. It first outlines useful principles for a gender-responsive approach to guide all education programming, and provides responses to some of the most common misconceptions and arguments against gender responsive education. It then gives concrete strategies and actions for putting gender equality into practice in the major domains of education in emergencies. Available in French and English	Inter-Agency Network for Education in Emergencies	http://resourcecentre.savethechildren.se/library/gender-equality-and-through-education-inee-pocket-guide-gender
Guide	Promoting Gender Equality Through Textbooks: A Methodological Guide	Developed by UNESCO, this guide describes not only how to monitor gender representations in textbooks but also how to use textbooks to promote ideas of gender equality. The guide aims to give those involved the tools to critically analyze and revise textbooks or to use existing textbook with heightened awareness for gender representation. This involves engaging teachers and publishers as well as families and communities. Available in French and English	UNESCO	http://resourcecentre.savethechildren.se/library/promoting-gender-equality-through-textbooks-methodological-guide

Type of Resource	Name of Document	Description	Name of Program/Org.	Source
DRC-specific SRGBV	C-CHANGE Website	Communication and training materials aimed at preventing and mitigating school-related, gender-based violence (SRGBV) in Katanga Province, DRC. The materials include codes of conduct, a life skills curriculum for students, and a training curriculum for teachers, comic books for SRGBV youth clubs, and translated and adapted versions of USAID's Doorways I and III Safe Schools curricula.	C-CHANGE (FHI 360)	http://www.c-hubonline.org/resources/preventing-school-related-gender-based-violence-katanga-province-drc
Conflict Transformation				
Reference/ Analysis activities and tools	Conflict Sensitive Education Toolkit	Section I introduces the guidance note and the key concepts related to conflict sensitive education programming; Section II describes strategies to implement conflict sensitive education programs and policies; Section III presents useful resources including 1) the Conflict Sensitive Education Quick Reference Guide; 2) a list of conflict sensitive analysis activities and tools; 3) case studies; 4) a list of references by topic. Available in French and English	Inter-Agency Network for Education in Emergencies	http://toolkit.ineesite.org/inee_conflict_sensitive_education_pack
Youth and Adolescent Economic Empowerment				
Reference	Sensibilisation: (Dis)empowering Adolescent girls	This study assesses whether and how current <i>sensibilisation</i> practices contribute to changing the social norms that govern the behavior of women and girls, which is intimately connected to the potential for economically empowering adolescent girls in Kinshasa.	DFID/DRC La Pepiniere	Internal document; saved on shared drive
Reference	Social Norms Influencing the Economic Empowerment of Adolescent Girls	Socio-cultural norms' or 'social norms' are frequently cited as a main barrier to women's and girls' participation in society, the economy and their enjoyment of their rights. The central research question for this study is: <i>How do social norms in the DRC, using the test case of Kinshasa, affect the economic empowerment of adolescent girls?</i> This study draws on participatory research techniques to understand how girls, women, boy and men from different walks of life perceive girls and women, whether and how they should earn, spend and control money.	DFID/DRC La Pepiniere	Internal document; saved on shared drive

Annex 5. Questions to Consider Related to Gender When Programming Activities

Questions to Consider when Programming Gender-related Activities in the Household:

- Will promoting men's participation in the household undermine or support women's empowerment and autonomy?
- Will income-generating activities for women//scholarships for girls impact the household's power dynamics and allocation of resources? Could there be any unintended negative consequences?
- If program activities allow girls to go to school, how will this affect their health? Are they walking further than in the past to get to school?
- If the program is giving so much attention to the girls, will this create jealousy of boys in the home? How can you ensure that there is equality between the sexes or mitigate these feelings?
- If gender norms are challenged so that the normal roles played by men and women are affected by our program activities, and those roles become more fluid, will the community stigmatize those families who are changing? For example, will women gossip that other women are bossing around their husbands, if roles become more equal?

Questions to Consider when Programming Gender-related Activities in the Classroom:

- Will girls' expanded knowledge of and access to education increase their risk of violence? Will boys' engagement in program interventions mitigate this risk?
- If teachers are not allowed to ask students to do special favors for them, will they resent their students, leave the classroom to do personal errands, or find other ways to address meeting their personal needs?
- How will the safety of boys and girls be ensured after procedures are put in place to develop accountability for actions related to SRGBV?
- If more girls participate in school and girls perform better than boys, will the teacher be able to manage the stigmatization the girls might face, especially if a classroom is used to always having boys as first in the class?
- When developing a code of conduct in the classroom, will boys and girls be uncomfortable if asked to contribute in a mixed sex group? It might be worthwhile to ask each sex separately what they felt were important issues to address.
- When introducing new technologies into the classroom, how may they affect girls and boys differently? Will the cultural attitudes promote their use only by boys? How will you address the reticence of girls to engage in learning about these technologies?

Questions to Consider when Programming Gender-related Activities in the Community:

- Will promoting women's leadership in parent-teacher groups and with the school board

affect the way women are treated in their families?

- How will creating women leaders affect the gender balance of activities in the household?
- If time is a consideration, how will the project not add to a woman's burden of responsibility while, at the same time, encouraging more women to take more positions of leadership?
- If more women are given positions of leadership in the community, how will the project ensure that their "real" leadership and power is respected and not diminished once they are elected? That it is not just a symbolic gesture?
- How will the program manage potential backlashes every time a training is considered? Will the local customs and traditions have a greater effect on the outcomes of training than might be considered? How will the project continue to follow the outcomes once the trainings are completed?
- What concerns do men have about women being involved in decision-making at the community level?

General Questions to Consider when Programming Gender-related Activities:

- How have similar projects in the past affected gender dynamics within the household and community?
- Will there be a systemized approach to sharing lessons learned with other similar programs that have a gender element in their approach?

Annex 6. Scope of Work

A. BACKGROUND

ACCELERE is a USAID-funded project implemented by Chemonics International with a period of performance of May 28, 2015 to May 27, 2020. USAID, in collaboration with DFID, will implement a primary education initiative to improve equitable access to education and learning outcomes for girls and boys in the DRC. This Contract will support education service delivery in line with the results framework in at least 25 education sub-provinces across four target provinces (Katanga, Kasai Occidental, Kasai Oriental and Equateur), including government schools as well as those administered by the religious networks located in the target provinces. The activities under this Contract will support improved learning outcomes in the government public primary schools and schools supported by religious networks which are recognized by the GDRC. Efforts to support access for out of school youth through accelerated learning programs will include the target provinces but will also include South Kivu and North Kivu as well.

This activity is one component of a joint DFID and USAID program to support the Government of DRC's (GDRC) commitment to free universal basic education and improved learning outcomes as articulated in the GDRC's Interim Education Plan (IEP), the Education Sector Strategy and other reform efforts in the sector.

B. SCOPE OF WORK

Objectives

The objectives of this consultancy are divided into two phases:

- **Phase I:** The Contractor will draft a gender analysis and gender implementation strategy for the first year of the project, working from the Contractor's home office in close collaboration with ACCELERE's DRC-based project local staff and the project's gender specialist. This gender analysis will be used to develop an implementation strategy to ensure that girls and boys benefit equally from project activities. The resulting gender implementation strategy will identify triggers and mitigating factors that project staff will undertake to address gaps and/or monitor project implementation to ensure that activities are addressing girls' and boys' needs in relation to equitable access for girls and boys and learning in safe environments. Phase I is expected to be completed in August 2015. The outline of this analysis and strategy will be due on 18 August 2015 and the draft gender analysis and gender implementation strategy finalized no later than August 26, 2015.
- **Phase II:** In mid to late September, 2015 the Contractor shall field a consultant, proficient in French and with ample technical expertise, to the Democratic Republic of Congo for approximately 15 Level of Effort (LOE) days to address specific USAID comments to the draft analysis, finalize the gender analysis and gender implementation strategy, and facilitate gender based training (together with the project's gender specialist) to local staff.

Tasks

The following tasks and activities shall be carried out in completing this assignment:

- **Deliverable 2:** Draft Gender Analysis and Gender Implementation Strategy (30 to 40 pages in Microsoft Word):

- Review project contract, work plan, and other background documents regarding gender in the DRC (all gender-related documents specified and provided by the COP).
- Review technical materials including, but not limited to, those prepared by other DRC gender based donor projects (such as DFID's VAS-Y Fille! program, and USAID's EAGLE, and Girls Rising projects which are currently being implemented. Some materials may be provided by project staff; others are available to the public.
- Work closely with Chemonics ACCELERE staff, including the project's gender specialist, to:
 - Identify barriers, financial and nonfinancial, to girls' enrollment and consistent attendance in school as well as barriers to transition from one grade to another (including lack of separate and/or clean bathrooms, parents' lack of enrollment fees, school safety, household chores, early marriage, etc.).
 - Identify gender-related opportunities, constraints, gaps, and potential approaches in the primary education sector to increase gender equity and access to positive literacy outcomes for girls and boys and to professional treatment for male and female education sector staff;
 - Identify and assess systemic and structural issues related to government of the DRC's (GDRC) gender-related and/or primary education-focused policies and programs that impact the ability of women and men (students, education sector employees, or community members) to have equal conditions to realize their full rights and potential and to contribute to and benefit from development results;
 - Analyze the potential differential impact of ACCELERE on girls/women and boys/men in the DRC, taking into consideration gender roles, ethnic and geographic nuances, socio-economic status, social marginalization and vulnerability, and other key variables;
 - Identify and assess priority needs of women and girls and the engagement of men and boys at the community level, to inform the design of the strategy and activities.
- Finalize the draft gender implementation strategy to address gender issues including discriminatory socio-cultural norms and provide illustrative strategies to redress gaps when, and if, project staff finds data that indicates that girls' and boys' needs are not being met and barriers to opportunities for girls and boys still exist.
- Based on information from the DFID VAS-Y Fille!, USAID EAGLE, Girls Rising projects, identify existing resources, tools, and gender expertise that is available to support implementation, and recommend in the implementation strategy ways that ACCELERE can leverage these resources, tools, and expertise.
- Identify triggers and mitigating factors that project staff will undertake to address gaps or monitor project implementation to ensure that activities are addressing girls' and boys' needs in relation to equitable access for girls and boys and learning in safe environments.
- Identify social investments that facilitate gender equality at the family, community, and government level that can be integrated into programming.
- **Deliverable 3:** Finalization of the gender analysis and gender implementation strategy:

- Respond to all USAID comments on drafts
- Travel to the DRC for 15 days of LOE to meet with other gender-based donor programs as identified by the ACCELERE project, and use information to appropriately finalize the gender analysis and implementation strategy.
- Based on these meetings, identify existing resources, tools, and gender expertise that is available to support implementation, and include in the implementation strategy ways that ACCELERE can leverage these resources, tools, and expertise.
- Train of ACCELERE staff:
 - The scope, number, and type of training(s) will be determined after the development of the draft documents and in coordination with ACCELERE staff.
 - The Subcontractor will work with gender focal points to adapt existing materials and conduct training for ACCELERE staff about the importance of gender equity in achieving ACCELERE goals, ways support gender-equity in the project, and how to communicate effectively about gender inequality issues with counterparts.

C. DELIVERABLES

- Provide input on draft Gender Analysis and Gender Implementation Strategy (30 to 40 pages in Microsoft Word);
- Finalization of the gender analysis and gender implementation strategy;
- Based on meetings during DRC visit, list of identified existing resources, tools, and gender expertise that is available to support implementation, and include in the implementation strategy ways that ACCELERE can leverage these resources, tools, and expertise; and
- Training materials and training(s) to be delivered to I-READ staff related to gender

Annex 7: Glossary of Terms and Concepts

Constructive male involvement: Involving men to actively promote gender equity; increasing men's support for women's and children's empowerment and advancing the health, education and economic well-being of men, boys, women and girls; and promoting equitable sharing of household decisions and responsibilities. Ideally, constructive men's engagement initiatives engage men as clients and beneficiaries, supportive partners of women and agents of change to promote equitable norms and relationships.

Female empowerment: When women and girls are able to act freely, exercise their rights, and fulfill their potential as full and equal members of society. While empowerment comes from within and individuals empower themselves, cultures, societies, and institutions create conditions that facilitate or undermine empowerment. It is a process and an outcome.

Gender: The economic, social, political, and cultural attributes, constraints, and opportunities associated with being male or female. It includes the roles, behaviors, activities, rights, and responsibilities that a society considers appropriate for girls, boys, women, and men. Definitions of

what it means to be female or male vary within and between cultures and change over time.

Gender-sensitive: Describes an approach or intervention in which the different needs, abilities, and opportunities of women, men, girls, and boys are identified, considered, and accounted for to ensure that they receive equitable benefits from the development process.

Gender equality: When men and women have equal rights, freedoms, conditions, and opportunities for realizing their full potential and for contributing to and benefiting from economic, social, cultural and political development. It is the equal valuing by society of the similarities and differences of men and women and the roles they play. It is based on women and men being full partners in their home, community, and society. Equality results from equity.

Gender equity: The process of being fair to women and men. To ensure fairness, measures must often be available to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality.

Gender integration: Identifying and addressing gender inequalities during strategy and project planning, implementation and monitoring and evaluation.

Gender mainstreaming: The process of incorporating a gender perspective into policies, strategies, programs, project activities, and administrative functions, as well as into the institutional culture of an organization.

Gender norms: Social principles and rules that govern the behavior of girls, boys, women, and men in society and restrict their gender identity into what is considered to be an appropriate gender role at the time. They are neither static nor universal and change over time.

Gender roles: Behaviors, attitudes, and actions society feels are appropriate or inappropriate for a girl, boy, woman, or man, according to cultural norms and traditions. Gender roles vary between cultures, over time, and in relation to other social identities such as social class, socio-economic status, ethnicity, sexual orientation, religion, ability, and health status.

Gross enrolment ratio: Total enrollment in [primary] education, regardless of age, expressed as a percentage of the population of official [primary] education age.

Parity: Proportional representation of boys and girls in an education system relative to the population per age group

Sex: The biological and physiological characteristics that identify a person as female or male, which are universal and determined at birth.